

SCOTT COUNTY PUBLIC SCHOOLS



EVALUATION HANDBOOK (TEACHERS AND CLASSIFIED PERSONNEL)

Revised 8/22

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FOREWORD

This teacher evaluation system was developed in response to the updated Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers which was approved by the Virginia Board of Education on April 28, 2011. These guidelines require all school divisions in the state to comply by July 1, 2012.

The major difference in the current state guidelines from the previous document deals with the role student achievement must play in the teacher evaluation system. Since 2000, state law has mandated that teacher evaluation systems adopted by local school boards include student achievement as a measure of teacher effectiveness. The new guidelines now recommend that student achievement be a predominant factor in teacher evaluations.

In the winter and spring of 2011-2012, an evaluation committee comprised of teachers and administrators was assembled to provide input into how Scott County Schools should implement the new state evaluation guidelines. Committee members were as follows.

Jane Carter	Rye Cove High School
Renee Dishner	Rye Cove Intermediate School
Lowell Fowler	Scott County Career and Technical School
Karen Hartsock	Dungannon Intermediate School
Diane Kegley	Shoemaker Elementary School
Allison Kimbler	Shoemaker Elementary School
Mary Beth Keith	Twin Springs High School
Autumn McConnell	Fort Blackmore Primary School
Seth McConnell	Shoemaker Elementary School
Kathy Musick	Yuma Elementary School
Nancy Parker	Weber City Elementary School
Jason Smith	Central Office
Kari White	Yuma Elementary School
Barry Wolfe	Rye Cove High School

INTRODUCTION

Historically, teacher evaluation has been a controversial, complex process. Teacher evaluation is particularly complex because of the myriad of variables which affect teacher effectiveness, teaching styles, classroom situations, and student differences. Despite the complexity of evaluation, it can be agreed that a well-planned effectively implemented teacher evaluation system has a positive impact on the quality of instruction.

The public believes that the classroom teacher has a central role in the teaching and learning process. Research lends support to this belief in the well-documented finding that what a teacher does is a powerful predictor of student achievement. Thus, the primary purpose of teacher evaluation is to safeguard and to improve the quality of instruction. Since the primary function is to work toward more effective instruction, teacher evaluation requires teachers to meet established performance expectations. These expectations are clearly identified either as professional criteria or instructional criteria.

It should be kept in mind that evaluation is both an on-going constructive process to facilitate teacher growth as well as a system of periodic measure of performance

The professional staff of Scott County Schools firmly believes that an effective evaluation is the cornerstone of excellence. Moreover, the evaluation process must take place in an atmosphere characterized by mutual respect, trust, and sensitivity on the parts of both teacher and evaluator. Procedures, criteria, and instrumentation outlined in this handbook are designed to reflect this belief and to assist us as we cooperatively work to improve ourselves and our school system.

EVALUATION SYSTEM

The Scott County Teacher Evaluation System has several distinguishing features:

1. It was developed by a representative group of teachers and administrators, each bringing their experiences and ideas to the process.
2. Additional input was sought and received from the Professional Staff as a whole with the end product reflecting the opinions of many individuals.
3. It is based on current Teacher Effectiveness Research.
4. It links with both Individual Professional Development Activities and Divisional Staff Development Initiatives.
5. It seeks to identify professionals who demonstrate exemplary knowledge or performance in important instructional or professional areas.

Virginia's Uniform Performance Standards for Teachers

Clearly defined professional responsibilities constitute the foundation of the Teacher Performance Standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. Performance standards refer to the major duties performed. There are eight 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: Culturally Responsive Teaching and Equitable Practices

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

Performance Standard 7: Professionalism

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

Performance Standard 8: Student Academic Progress

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

SUMMATIVE EVALUATION

Annually, all non-continuing contract teachers will undergo summative evaluation. Teachers with a continuing contract will undergo a summative evaluation triennially.

1. **By September 30-**
 - A. The principal will meet with his/her staff to be evaluated and explained the criteria to be evaluated, the performance indicators, and the overall process. This can be a group meeting.
 - B. The principal will meet with staff to set student achievement goals.
 - C. Staff will complete the teacher self-reflection report. This will be done annually for continuing contract staff and non-continuing.
2. **During the 1st Semester-** at least one classroom observation of non-continuing contract staff will be conducted followed by feedback as to the results of the observation.
3. **By January 15th -** A mid-year review of progress on the student achievement goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. It is the principal's responsibility to establish the format and select the time of the review.
4. **During the 2nd Semester-** at least one more classroom observation of non-continuing contract staff and one classroom observation of continuing contract staff will be conducted, followed by feedback as to the results of the observation.
5. **By March 1st-** the principal shall notify the Superintendent of any staff member(s) he/she feels may be recommended for non-renewal or termination.
6. **By the end of the year-** a summative conference will be held with each staff member being evaluated. The principal will have summarized his/her observations and the results of the overall evaluation will be discussed. Also, student achievement goals will be reviewed. Lastly, an interim report will be completed for continuing contract staff members that are not in their summative years.
7. **By June 15th -** the principal shall forward a copy of the Summative Evaluation to the Central Office where it will become part of the teacher's personnel file.

8. Principals shall rank the teacher's performance using the indicators in the checklist. The scale from 1 to 5 allows the evaluator the opportunity to score those areas that may be evident, but not strong. The scale is constructed so that a 1 is low and a 5 is high. The rating scale is as follows:

5	Highly effective
4	Exceeds effective
3	An effective level of performance
2	This area is approaching effective
1	Performance is ineffective
N/A	Not observed

9. The principal shall average the ratings of the indicators. An overall average will be given to each of the seven categories which are: PROFESSIONAL KNOWLEDGE, INSTRUCTIONAL PLANNING, INSTRUCTIONAL DELIVERY, ASSESSMENT FOR STUDENT LEARNING, LEARNING ENVIRONMENT, CULTURAL COMPETENCY, PROFESSIONALISM, AND STUDENT ACHEIVEMENT. The teacher will receive an overall rating using the following rubric:

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

Highly Effective (5)	Exceeds Effective (4)	Effective <i>Effect is the expected level of performance.</i> (3)	Approaching Effective (2)	Ineffective (1)
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10. The overall single summative rating will be judged as Highly Effective, Exceeds Effective, Effective, Approaching Effective, or Ineffective using the following range of scores:

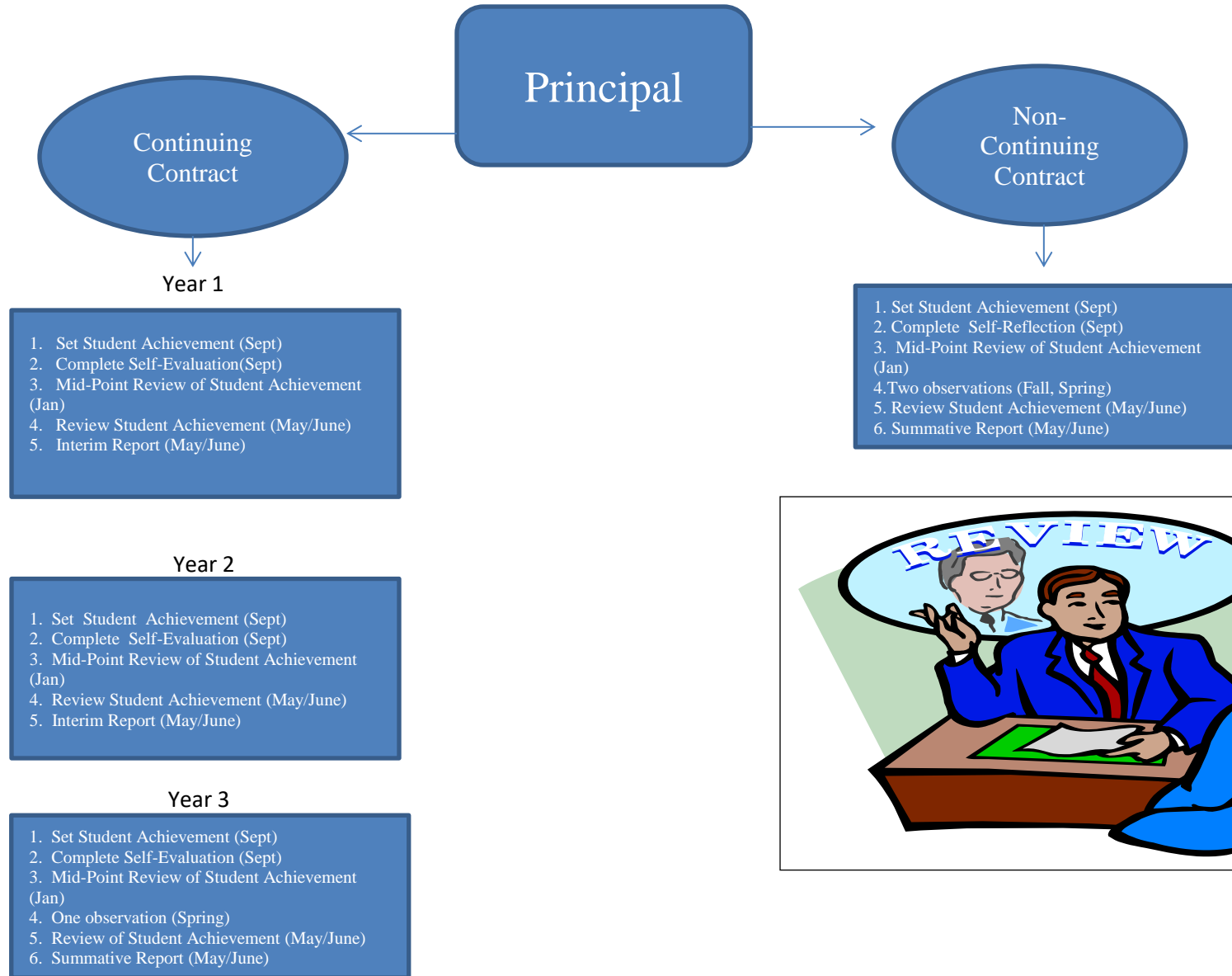
Rating	Range of Scores
<i>Highly Effective</i>	44-50
<i>Exceeds Effective</i>	35-43
<i>Effective</i>	26-34
<i>Approaching Effective</i>	20-25
<i>Ineffective</i>	10-19

11. In addition to the observations conducted by the principal and/or assistant principal, the appropriate Central Office Supervisor will observe each non-continuing contract teacher at least once a year and all experienced teachers as deemed necessary.
12. If a teacher's rating is *approaching effective* in two or more standards , *ineffective* in any standard, or if an evaluator at any point during the year notes a teacher's professional practice would benefit from additional support then:
 - A. The principal may direct the teacher to undergo a summative evaluation the following year. The principal and teacher will cooperatively develop a Performance Improvement Plan to address the areas of identified weakness.
 - B. The Performance Improvement Plan will include goals related to the areas of weakness. Goal achievement must be measureable and relative to improving teacher's performance. Achievement of goals will be documented.
 - C. The principal may place the teacher on Conditional Status.
13. Conditional Status
 - A. If a teacher is placed on Conditional Status, it is an indication that his/her performance is seriously deficient and should be taken as a statement that improvement is expected or termination will be recommended.
 - B. A joint meeting will be held with the teacher, the principal, and the appropriate Central Office Supervisor to develop a Performance Improvement Plan that will indicate areas requiring improvement as well as strategies to facilitate the improvement.

TIMELINE

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
By September 30 th	<ul style="list-style-type: none"> Establish student progress goal (all probationary and continuing contract teachers) Complete Teacher Self Reflection Form 	<i>Goal Setting for Student Progress Form</i> <i>Teacher Self-Reflection Form</i>	✓	✓ ✓
Before end of the 1 st Semester	Observation (all probationary contract teachers)	<i>Observation Form</i>	✓	
Mid-year	Mid-year review of student progress goal (all probationary and continuing contract teachers).	<i>Goal Setting for Student Progress Form</i>	✓	✓
During the 2 nd Semester	Observation (all probationary and continuing contract teachers in their summative year)	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal (all probationary and continuing contract teachers in their summative evaluation year)	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before Last Week of School	<ul style="list-style-type: none"> Submission of end-of-year review of student progress goal (all continuing contract teachers not in their summative evaluation year). Interim performance evaluation (all continuing contract teachers in years one and two of the three year evaluation cycle) Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year) 	<i>Goal Setting for Student Progress Form</i>	✓	✓
		<i>Teacher Interim Performance Report</i>	✓	
		<i>Teacher Summative Evaluation Form</i>	✓	

Evaluation Process



Teacher Self-Evaluation

It is important for teachers, as professionals, to engage in self-evaluation. Teachers should take stock of their professional capabilities, set improvement targets, and participate in professional development activities. Some ways teachers can address their professional growth are by: reflecting on their own teaching; reading professional documents and journals; attending workshops, professional conferences, and courses; and developing networks with other professionals in their fields.

Teachers grow in their profession as do their students. Continuous reflection of teaching practices is an integral part of professional growth.

These standards should be presented to the teachers on a yearly basis. Responses to the questions should be taken into consideration as you complete the evaluation process.



Teacher Self-Evaluation Form

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

Teacher's Name _____ **Date** _____

1. Professional Knowledge

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

2. Instructional Planning

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

3. Instructional Delivery

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

4. Assessment of and for Student Learning

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

5. Learning Environment

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

6. Culturally Responsive Teaching and Equitable Practices

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

7. Professionalism

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

Areas of strength: _____

Areas needing work: _____

OR

Professional Goal: _____

8. Student Academic Progress

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

Areas of strength: _____

Areas needing work: _____

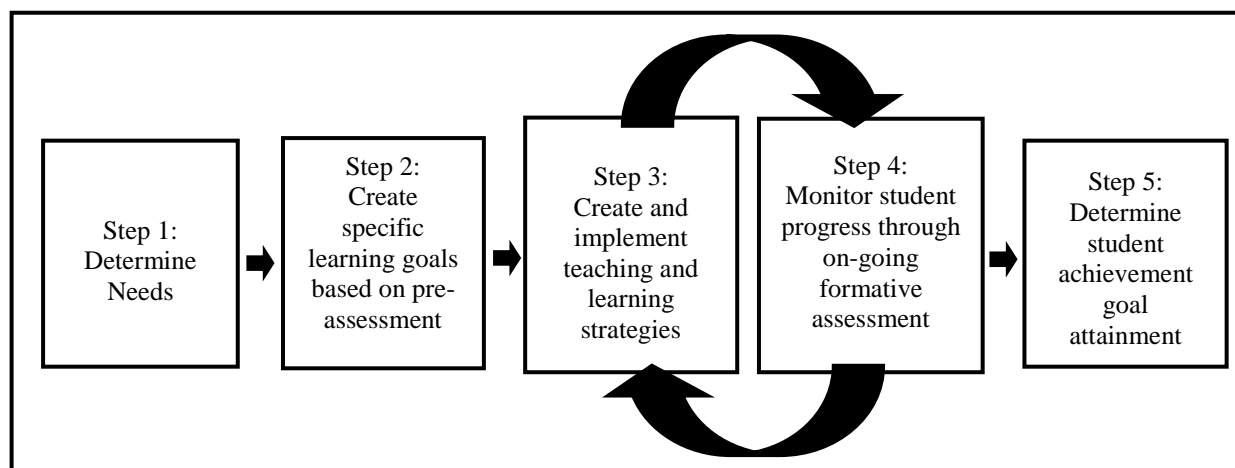
OR

Professional Goal: _____

GOAL SETTING PROCESS

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

Student Achievement Goal Setting Process



Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Progress Form* may be used for developing and accessing the annual goal. Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time.

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

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

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

Developing Goals

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

Acronym for Developing Goals

S pecific:	The goal is focused, for example, by content area, by learners' needs.
M easurable:	An appropriate instrument/measure is selected to assess the goal.
A ppropriate:	The goal is within the teacher's control to effect change.
R ealistic:	The goal is feasible for the teacher.
T ime limited:	The goal is contained within a single school year.

The following are samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Sample Goals

First Grade Sample Goal:

All of my students will demonstrate growth of one academic year on the PALS assessment. Also, at least 80% of my students will be reading on or above grade level by the end of this school year.

Grade 7 Mathematics Sample Goal:

At least 90% of my students will demonstrate proficiency on the Grade 7 Math SOL Test.

High School English Sample Goal:

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Nine-Weeks assessment.

Middle School Self-Contained Special Education Sample Goal:

The students will increase their Woodcock Johnson score by an average of 6 months.

Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Progress Form*.

- I. ***Setting:*** Describe the population and special circumstances of the goal setting.
- II. ***Identify the content area:*** The area/topic addressed based on learner achievement, learner or program progress, or observational data.
- III. ***Provide baseline data:*** Determine the learners' baseline data (where they are now) using the following process:
 - Collect and review data.
 - Analyze the data.
 - Interpret the data.
 - Determine needs.

Examples of Data Sources for Monitoring Student Progress

Criterion- and Norm-Referenced Tests

- Advanced Placement Tests
- Virginia Standards of Learning (SOL)
- Successmaker
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- AIMS WEB

Benchmark Tests

- County Benchmark Tests based on the standards
- CTE Competencies
- President's Physical Fitness Tests

Teacher Assessments

- Quizzes
- Tests
- Authentic assessments/portfolios/ writing samples/running records
- Grade analysis by nine weeks/ interim reports
- Semester/end-of-course examinations
- Pre-/post-testing

IV. ***Write goal statement:*** What do you want learners to accomplish?

- Select an emphasis for your goal, focusing on the classroom/teacher level.
- Develop an annual goal.

V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates.

Examples of Strategies to Improve Student Learning

Modified teaching/work arrangement
Cooperative planning with master teachers, team members, department members
Demonstration lessons/service delivery by colleagues, curriculum specialists, and teacher mentors
Visits to other classrooms
Use of instructional strategies (e.g., differentiation, interactive planning)
Focused classroom observation
Development of curricular supplements
Completion of workshops, conferences, coursework
Co-teaching; collaborative teaching

VI. ***Mid-year review:*** The accomplishments of the learner are reviewed after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. ***End-of-year data results:*** The accomplishments of the learner are reviewed at the end of the year.



Goal Setting for Student Progress Form

Teacher's Name: _____

Evaluator's Name: _____

Subject/Grade: _____ **School Year:** ____ - ____

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

Initial Goal Submission (due by 9/30 to the evaluator)

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

End-of-Year Review








☐ Appropriate Data Received

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

















Evaluator's Signature _____ Date _____

TEACHER OBSERVATION (THINGS TO LOOK FOR)








ORGANIZATION

-  Begins class on time in an orderly, organized fashion
-  Previews discussion content
-  Clearly states the goal or objective for the period
-  Reviews prior class material to prepare students for the content to be covered
-  Does not digress often from the main topic
-  Summarizes and distills main points at the end of class
-  Appears well-prepared for class

PRESENTATION

-  Incorporates various instructional supports
-  Uses instructional support effectively
-  Responds to changes in student attentiveness
-  Uses a variety of spaces in the classroom from which to present material (i.e., does not “hide” behind the desk)
-  Blackboard/whiteboard writing is large and legible
-  Speech fillers (for example: “OK, umm”) are not distracting
-  Speaks audibly and clearly
-  Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
-  Communicates a sense of enthusiasm and excitement toward the content
-  Use of humor is positive and appropriate
-  Presentation style is appropriate for age group
-  Speech is neither too formal nor too casual
-  Establishes and maintains eye contact with students
-  Talks to the students, not the board or windows
-  Varies the pace to keep students alert
-  Selects teaching methods appropriate for the content

RAPPORT

-  Praises students for contributions that deserve commendation
-  Solicits student feedback
-  Requires student thought and participation
-  Responds constructively to student opinion
-  Knows and uses student names
-  Does not deprecate student ignorance or misunderstanding
-  Responds to students as individuals

- ✚ Treats class members equitably
- ✚ Listens carefully to student comments and questions
- ✚ Tailors the course to help many kinds of students (learning styles/ability levels)
- ✚ Recognizes when students do not understand
- ✚ Encourages mutual respect among students
- ✚ Credibility and control
- ✚ Responds to distractions effectively yet constructively
- ✚ Uses authority in classroom to create an environment conducive to learning
- ✚ Speaks about course content with confidence and authority
- ✚ Is able to admit error and/or insufficient knowledge
- ✚ Respects constructive criticism/advice

CONTENT

- ✚ Includes illustrations
- ✚ Selects examples relevant to student experiences and course content
- ✚ Integrates outside material into class presentations
- ✚ Relates content to what has gone on before and will come after
- ✚ Relates content to student's general education
- ✚ Makes course content relevant with references to "real world" applications
- ✚ Presents views other than own when appropriate
- ✚ Seeks to apply theory to problem-solving
- ✚ Explicitly states relationships among various topics and facts/theories
- ✚ Explains difficult terms, concepts, or problems in more than one way
- ✚ Presents background of ideas and concepts
- ✚ Presents pertinent facts and concepts from related fields
- ✚ Presents up-to-date information in the field
- ✚ Makes homework assignments an extension of the class
- ✚ Carefully explains assignments

INTERACTION

- ✚ Encourages student questions, involvement, and debate
- ✚ Answers student questions clearly and directly
- ✚ Gives students enough time to respond to questions
- ✚ Refrains from answering own questions
- ✚ Responds to wrong answers constructively
- ✚ Allows ample time for students questions
- ✚ Encourages students to respond to each other's questions
- ✚ Encourages students to answer difficult questions by providing cues and encouragement
- ✚ Allows relevant student discussion to proceed uninterrupted
- ✚ Presents challenging questions to stimulate discussion
- ✚ Respects diverse points of view

ACTIVE LEARNING (LABS, P.E. ACTIVITIES, ETC.)

- ✚ Clearly explains directions or procedures
- ✚ Clearly explains the goal of the activity
- ✚ Demonstrations/modeling are clearly visible to all students
- ✚ Provides enough demonstrations
- ✚ Has readily available materials and equipment necessary to complete the activity
- ✚ Allows opportunity for individual expression
- ✚ Provides practice time
- ✚ Gives prompt attention to individual problems
- ✚ Provides individuals constructive verbal feedback
- ✚ Careful safety supervision is obvious
- ✚ Allows sufficient time for completion of task
- ✚ Required skills are not beyond reasonable expectations for the subject and/or students
- ✚ Allocates sufficient clean-up time within the class session



Formal Classroom Observation Form

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name _____ Date Observed _____ Time _____

Observer's Name _____

The teacher is: ☐ Probationary
☐ Continuing Contract

1. Professional Knowledge

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

Notes _____

Comments: _____

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.

Notes _____

Comments: _____

3. Instructional Delivery

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

Notes _____

Comments: _____

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.

Notes _____

Comments: _____

5. Learning Environment

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

Notes _____

Comments: _____

6. Culturally Responsive Teaching and Equitable Practices

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

Notes _____

Comments: _____

7. 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.

Notes _____

Comments: _____

8. Student Academic Progress

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

Notes _____

Comments: _____

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____



Walkthrough Classroom Observational Form

Directions: Evaluators use this form to document the required annual observations of the teacher. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ Date: _____

Observer: _____ Class/Time: _____

1: Professional Knowledge	Specific Examples:
2: Instructional Planning	Specific Examples:
3: Instructional Delivery	Specific Examples:

4: Assessment of and for Student Learning	Specific Examples:
5: Learning Environment	Specific Examples:
6: Culturally Responsive Teaching and Equitable Practices	Specific Examples:
7: Professionalism	Specific Examples:

8: Student Academic Progress	Specific Examples:
------------------------------	--------------------

Observer's Signature: _____

Teacher's Signature: _____



Pre-Observation Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Conference Date: _____ Evaluator: _____

Inquiries		Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> • The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned? • What have/will you have done instructionally with students in the days prior to the observation? 		
2. Describe the population of the class.		
3. What will be observed?		
4. What instructional methods will be used?		
5. What would you like to be highlighted in this lesson?		
6. What do you believe to be any areas of concern?		

OBSERVATIONAL SNAPSHOT OVERVIEW

As the principal is circulating throughout his/her building monitoring teacher and student interaction, an Observational Snapshot should periodically be completed and placed on file. This information should be used to evaluate the type and frequency of instructional model utilization, overall student responses, and any other **targeted items** the principal may want to add. The Snapshots should then be placed in the appropriate teacher's file as further documentation to discuss during the end of year conferences.

No specific number of Snapshots is required. However, it is expected that the principal will use them frequently and regularly. Snapshots will be accumulated each year whether the teacher is on a Summative Evaluation or not.



OBSERVATIONAL SNAPSHOT

TEACHER: _____ DATE: _____ OBSERVER (INITIAL): _____
 GRADE: _____ TIME: _____ SETTING: _____
 SUBJECT (Description): _____

• INSTRUCTIONAL MODEL OBSERVED: (NOTES)

1) DIRECT INSTRUCTION		
2) SMALL GROUP INSTRUCTION		
3) ONE-ON-ONE INSTRUCTION		
4) COOPERATIVE LEARNING		
5) TEAM TEACHING		
6) FACILITATING		
7) COMPUTER WORK		
8) OTHER (EXPLAIN)		

• STUDENT RESPONSE (NOTES)

1) ACTIVELY INVOLVED		
2) ATTENTIVE TO TEACHER		
3) OFF TASK		
4) DISRUPTIVE		

• OTHER TARGETED ITEMS

1)		
2)		



Classroom Teacher's Interim Performance Report

Teacher _____ **School Year(s)** _____

Grade/Subject _____ **School** _____

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, *Teacher Self-Reflection*, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths: _____

Areas of Improvement: _____

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Stays abreast of current research, diverse perspectives, and new strategies within teaching specialty.

Comments: _____

2. Instructional Planning

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

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

Comments: _____

3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses instructional technology equipment and resources appropriate for the objectives and learners.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.
- Uses class time wisely and begins class promptly.
- Moves about the classroom to monitor student performance.

Comments: _____

4. Assessment of and for Student Learning

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

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

Comments: _____

5. Learning Environment

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

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

Comments: _____

6. Culturally Responsive Teaching and Equitable Practices

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

- Disaggregates assessment, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process.
- Builds meaningful relationships with all students, and by modeling high expectations for all students.
- Selects classroom resources that reflect the needs of all students.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Comments: _____

7. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Punctual and dependable regarding all contracted and assigned responsibilities.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communications concerning students' progress.
- Maintains confidentiality in regard to school and student issues.
- Is accurate and punctual in maintaining records and completing reports.
- Demonstrates appropriate standards of dress in accordance with the day's routine.

Comments: _____

8. Student Academic Progress

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

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

Comments: _____



School Counselor's Interim Performance Report

Teacher _____ **School Year(s)** _____

Grade/Subject _____ **School** _____

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, *Teacher Self-Reflection*, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths: _____

Areas of Improvement: _____

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Stays abreast of current research, diverse perspectives, and new strategies with the teaching specialty.

Comments: _____

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.

- Assist students in educational planning.
- Assists students in formulating career goals.
- Coordinates the school testing program (implementation/interpretation)
- Reviews and utilizes student cumulative data for the purpose of determining correct student placement.
- Coordinates the efficient receipt and transfer of student data.
- Coordinates the 504 process in an efficient and effective fashion according to established guidelines and regulations.

Comments: _____

3. Instructional Delivery

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

- Helps students develop positive attitude and behavior.
- Assists students in learning to deal with developmental and interpersonal relationship concerns.
- Aids students in developing skills related to communication, decision-making, and problem-solving.
- Conducts effective counseling sessions with groups.
- Assists students in making the transition to the next education/career level.
- Functions as an effective member of interdisciplinary child-study teams.
- Orients students to the educational environment.

Comments: _____

4. Assessment of and for Student Learning

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

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

Comments: _____

5. Learning Environment

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

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

Comments: _____

6. Culturally Responsive Teaching and Equitable Practices

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

- Disaggregates assessment, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process.
- Builds meaningful relationships with all students, and by modeling high expectations for all students.
- Selects classroom resources that reflect the needs of all students.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Comments: _____

7. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Punctual and dependable regarding all contracted and assigned responsibilities.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Maintains confidentiality in regard to school and student issues.
- Is accurate and punctual in maintaining records and completing reports.

Comments: _____

8. Student Academic Progress

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

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

Comments: _____



Library/Media Specialist's Interim Performance Report

Teacher _____ **School Year(s)** _____

Grade/Subject _____ **School** _____

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, *Teacher Self-Reflection*, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths: _____

Areas of Improvement: _____

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Stays abreast of current research, diverse perspectives, and new strategies with the teaching specialty.

Comments: _____

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.

- Develops, proposes, and justifies budget requests.
- Plans for immediate and long range needs in cooperation with the principal and other school personnel.
- Prepares and accurately maintains reports and records of materials and equipment, their use, and maintenance on a yearly basis.
- Provides a collection of materials for professional growth of the faculty.
- Maintains a schedule which leads itself to flexibility and which makes the library accessible to the faculty and students.
- Uses sound selection policy in building and maintaining the collection.
- Catalogues or lists all materials in a timely manner.

Comments: _____

3. Instructional Delivery

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses instructional technology equipment and resources appropriate for the objectives and learners.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.
- Uses class time wisely and begins class promptly.
- Moves about the classroom to monitor student performance.

Comments: _____

4. Assessment of and for Student Learning

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

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

Comments: _____

5. Learning Environment

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

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

Comments: _____

6. Culturally Responsive Teaching and Equitable Practices

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

- Disaggregates assessment, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process.
- Builds meaningful relationships with all students, and by modeling high expectations for all students.
- Selects classroom resources that reflect the needs of all students.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Comments: _____

7. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Punctual and dependable regarding all contracted and assigned responsibilities.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Maintains confidentiality in regard to school and student issues.
- Is accurate and punctual in maintaining records and completing reports.

Comments: _____

8. Student Academic Progress

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

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

Comments: _____



Special Education Teacher's Interim Performance Report

Teacher _____ **School Year(s)** _____

Grade/Subject _____ **School** _____

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, *Teacher Self-Reflection*, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths: _____

Areas of Improvement: _____

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Stays abreast of current research, diverse perspectives, and new strategies with the teaching specialty.
- Are knowledgeable regarding laws, regulations, and policies governing special education.

Comments: _____

2. Instructional Planning

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

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.
- Develops and uses IEP in planning daily lessons as related to the SOL's, which are directly related to the instructional objectives established by the division and state (SOL's).

Comments: _____

3. Instructional Delivery

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

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

Comments: _____

4. Assessment of and for Student Learning

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

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

Comments: _____

5. Learning Environment

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

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

Comments: _____

6. Culturally Responsive Teaching and Equitable Practices

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

- Disaggregates assessment, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process.
- Builds meaningful relationships with all students, and by modeling high expectations for all students.
- Selects classroom resources that reflect the needs of all students.
- Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Comments: _____

7. Professionalism

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

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Punctual and dependable regarding all contracted and assigned responsibilities.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Maintains confidentiality in regard to school and student issues.
- Is accurate and punctual in maintaining records and completing reports.

Comments: _____

8. Student Academic Progress

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

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

Comments: _____

MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, *Teacher Self-Reflection*). The performance appraisal rubric and performance indicators provide a description of the teacher performance standards.

Definitions of Ratings

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

The following sections define the five rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance.

Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback.

Definitions of Terms Used in Rating Scale

Category	Description	Definition
Highly Effective	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 school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> consistently exhibits behaviors that have a strong positive impact on learners and the school climate serves as a role model to others sustains high performance over a period of time
Exceeds the Effective Level of Performance	The teacher not only meets the standard, but also consistently exceeds the standard that is consistent with the school's mission and goals.	Exceeds the effective level of performance: <ul style="list-style-type: none"> goes above the requirements in the job description as expressed in the evaluation criteria. Demonstrates a willingness to learn and teach others new skills. Sets a tone of leadership that has a positive
Effective	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: <ul style="list-style-type: none"> meets the requirements contained in the job description as expressed in the evaluation criteria demonstrates willingness to learn and apply new skills exhibits behaviors that have a positive impact on learners and the school climate
Approaching Effective	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: <ul style="list-style-type: none"> requires support in meeting the standards results in less than quality work performance leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> does not meet the requirements contained in the job description as expressed in the evaluation criteria may result in the employee not being recommended for continued employment

Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the performance indicators and (b) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. Indicators will be averaged to give an overall rating for each standard.

Performance Rubric

A performance rubric is provided for each of the seven standards. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. **Note: The rating of “proficient” is the expected level of performance.**

Administrators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through observations, goal setting, the *Teacher Self-Evaluation* and other relevant sources, including evidence the teacher offers, the evaluator rates a teacher’s performance for the summative evaluation. Therefore, the summative evaluation will represent where the “preponderance of evidence” exists, based on various data sources.

During the summative evaluation, the five-level rating scale is applied to evaluate performance on all teacher expectations. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practice.

Sample Rubric of Teacher Performance

Highly Effective	Exceeds the Effective Level of Performance	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities.

The evaluator submits the signed *Teacher Performance Summative Report* to the Human Resource Department within 10 calendar days of completing the summative conference.

Single Summative Rating

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

The overall summative rating will be judged "effective" or "ineffective."

1. If the employee has an "unacceptable" rating on one or more of the seven performance standards, the individual will receive an overall performance rating of "unacceptable."
2. If the employee has two or more "approaching effective" ratings from among the eight performance standards, the individual will be rated as "ineffective."



Classroom Teacher's Summative Report

TEACHER: _____ EVALUATOR: _____

DATE OF EVALUATION: _____

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.

- _____ 1.1 Effectively addresses appropriate curriculum standards.
- _____ 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- _____ 1.3 Demonstrates an ability to link present content with past and future learning experience, other subject areas, and real world experiences and applications.
- _____ 1.4 Demonstrates an accurate knowledge of subject matter.
- _____ 1.5 Demonstrates skills relevant to the subject area(s) taught.
- _____ 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- _____ 1.7 Stays abreast of current research, diverse perspectives, and new strategies within teaching specialty.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher exceeds effectiveness in their understanding of the curriculum, subject matter, and student development by providing extensions of learning and concept origins for student comprehension.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

COMMENTS: _____

____ 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.

- ____ 2.1 Uses student learning data to guide planning.
- ____ 2.2 Plans time realistically for pacing, content mastery, and transitions.
- ____ 2.3 Plans for differentiated instruction.
- ____ 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- ____ 2.5 Develops appropriate long- and short-range goals and adapts plans when needed.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	In addition to meeting the standard, the teacher plans an assortment of activities that promotes and challenges students to learn based on their various ability levels.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

COMMENTS: _____

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.

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.
- 3.8 Uses class time wisely and begins class promptly.
- 3.9 Moves about the classroom to monitor student performance.
- 3.10 Uses instructional technology equipment and resources appropriate for the objectives and learners.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners	In addition to meeting the standard, the teacher inspires students by using diverse learning activities that challenge the students to broaden their perception of the concept being delivered	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students

COMMENTS: _____

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.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	In addition to meeting the standard, the teacher strives to align assessment and the student's overall academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

COMMENTS: _____

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.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations for classroom rules and procedures early in the school year to students and parents and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Exercises responsibility for student behavior within the total school environment.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

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

6.2 Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process.

6.3 Builds meaningful relationships with all students, and by modeling high expectations for all students.

6.4 Selects classroom resources that reflect the needs of all students.

6.5 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher demonstrates and promotes respect for all students and cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	In addition to meeting the standard, the teacher exceeds expectation in academic growth and achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students;	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to adapt instructional and classroom strategies in a way that results in responsive learning environments and academic achievement for all students.

COMMENTS: _____

Performance Standard 7: 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.

- 7.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 7.2 Adheres to federal and state laws, school policies, and ethical guidelines.
- 7.3 Punctual and dependable regarding all contracted and assigned responsibilities.
- 7.4 Demonstrates appropriate standards of dress in accordance with the day's routine.
- 7.5 Sets goals for self-improvement of knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner and serves as a contributing member of the school's professional learning community.
- 7.8 Builds positive and professional relationships with parents/guardians through frequent and effective communications concerning students' progress.
- 7.9 Maintains confidentiality in regard to school and student issues.
- 7.10 Is accurate and punctual in maintaining records and completing reports.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.	In addition to meeting the standard, the teacher strives for self-improvement in professional growth skills, effective communication and collaboration skills to safeguard student success.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.

COMMENTS: _____

Performance Standard 8: Student Academic Progress

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

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 Provides evidence that achievement goals have been met using multiple measures of student growth.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners	In addition to meeting the standard, the work of the teacher results in an above average level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

COMMENTS: _____

OVERALL SUMMATIVE EVALUATION OF THE CLASSROOM TEACHER

Teacher Performance Standard	Performance Rating	Weight	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

AREAS OF STRENGTH: _____

AREAS OF IMPROVEMENT: _____

ADDITIONAL NOTES: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
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School Counselor's Summative Report

TEACHER: _____ EVALUATOR: _____

DATE OF EVALUATION: _____

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.

- _____ 1.1 Effectively addresses appropriate curriculum standards.
- _____ 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- _____ 1.3 Demonstrates an ability to link present content with past and future learning experience, other subject areas, and real world experiences and applications.
- _____ 1.4 Demonstrates an accurate knowledge of subject matter.
- _____ 1.5 Demonstrates skills relevant to the subject area(s) taught.
- _____ 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- _____ 1.7 Stays abreast of current research, diverse perspectives, and new strategies within teaching specialty.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher exceeds proficiency in their understanding of the curriculum, subject matter, and student development by providing extensions of learning and concept origins for student comprehension.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

COMMENTS: _____

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.

- 2.1 Assist students in educational planning.
- 2.2 Assists students in formulating career goals.
- 2.3 Coordinates the school testing program (implementation/interpretation).
- 2.4 Reviews and utilizes student cumulative data for the purpose of determining correct student placement.
- 2.5 Coordinates the efficient receipt and transfer of student data.
- 2.6 Coordinates the 504 process in an efficient and effective fashion according to established guidelines and regulations.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	In addition to meeting the standard, the teacher plans an assortment of activities that promotes and challenges student to learn based on the various ability levels.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

COMMENTS: _____

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.

- 3.1 Helps students develop positive attitude and behavior.
- 3.2 Assists students in learning to deal with developmental and interpersonal relationship concerns.
- 3.3 Aids students in developing skills related to communication, decision-making, and problem solving.
- 3.4 Conducts effective counseling sessions with groups.
- 3.5 Assists students in making the transition to the next education/career level.
- 3.6 Functions as an effective member of interdisciplinary child-study teams.
- 3.7 Orients students to the educational environment.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners	In addition to meeting the standard, the teacher inspires students by using diverse learning activities that challenge the students to broaden their perception of the concept being delivered	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students

COMMENTS: _____

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.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	In addition to meeting the standard, the teacher strives to align assessment and the student's overall academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

COMMENTS: _____

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.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations for classroom rules and procedures early in the school year to students and parents and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Exercises responsibility for student behavior within the total school environment.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

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

6.2 Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process..

6.3 Builds meaningful relationships with all students, and by modeling high expectations for all students.

6.4 Selects classroom resources that reflect the needs of all students.

6.5 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher demonstrates and promotes respect for all students and cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	In addition to meeting the standard, the teacher exceeds expectation in academic growth and achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students;	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to adapt instructional and classroom strategies in a way that results in responsive learning environments and academic achievement for all students.

COMMENTS: _____

Performance Standard 7: 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.

- 7.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 7.2 Adheres to federal and state laws, school policies, and ethical guidelines.
- 7.3 Punctual and dependable regarding all contracted and assigned responsibilities.
- 7.4 Demonstrates appropriate standards of dress in accordance with the day's routine.
- 7.5 Sets goals for self-improvement of knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner and serves as a contributing member of the school's professional learning community.
- 7.8 Builds positive and professional relationships with parents/guardians through frequent and effective communications concerning students' progress.
- 7.9 Maintains confidentiality in regard to school and student issues.
- 7.10 Is accurate and punctual in maintaining records and completing reports.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher strives for self-improvement in professional growth skills, effective communication and collaboration skills to safeguard student success	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 8: Student Academic Progress

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

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year.

8.3 Provides evidence that achievement goals have been met using multiple measures of student growth.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners	In addition to meeting the standard, the work of the teacher results in an above average level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

COMMENTS: _____

OVERALL SUMMATIVE EVALUATION OF THE SCHOOL COUNSELOR

Teacher Performance Standard	Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

AREAS OF STRENGTH: _____

AREAS OF IMPROVEMENT: _____

ADDITIONAL NOTES: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
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Library/Media Specialist's Summative Report

TEACHER: _____ EVALUATOR: _____

DATE OF EVALUATION: _____

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.

- _____ 1.1 Effectively addresses appropriate curriculum standards.
- _____ 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- _____ 1.3 Demonstrates an ability to link present content with past and future learning experience, other subject areas, and real world experiences and applications.
- _____ 1.4 Demonstrates an accurate knowledge of subject matter.
- _____ 1.5 Demonstrates skills relevant to the subject area(s) taught.
- _____ 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- _____ 1.7 Stays abreast of current research, diverse perspectives, and new strategies within teaching specialty.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher exceeds proficiency in their understanding of the curriculum, subject matter, and student development by providing extensions of learning and concept origins for student comprehension.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

COMMENTS: _____

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.

- 2.1 Develops, proposes, and justifies budget requests.
- 2.2 Plans for immediate and long range needs in cooperation with the principal and other school personnel.
- 2.3 Prepares and accurately maintains reports and records of materials and equipment, their use, and maintenance on a yearly basis.
- 2.4 Provides a collection of materials for the professional growth of the faculty.
- 2.5 Maintains a schedule which leads itself to flexibility and which makes the library accessible to the faculty and students.
- 2.6 Uses sound selection policy in building and maintaining the collection.
- 2.7 Catalogues or lists all materials in a timely manner.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	In addition to meeting the standard, the teacher plans an assortment of activities that promotes and challenges student to learn based on the various ability levels.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

COMMENTS: _____

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.

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.
- 3.8 Uses class time wisely and begins class promptly.
- 3.9 Moves about the classroom to monitor student performance.
- 3.10 Uses instructional technology equipment and resources appropriate for the objectives and learners.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners	In addition to meeting the standard, the teacher inspires students by using diverse learning activities that challenge the students to broaden their perception of the concept being delivered.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students

COMMENTS: _____

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.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	In addition to meeting the standard, the teacher strives to align assessment and the student's overall academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

COMMENTS: _____

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.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations for classroom rules and procedures early in the school year to students and parents and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Exercises responsibility for student behavior within the total school environment.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

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

6.2 Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process..

6.3 Builds meaningful relationships with all students, and by modeling high expectations for all students.

6.4 Selects classroom resources that reflect the needs of all students.

6.5 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher demonstrates and promotes respect for all students and cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	In addition to meeting the standard, the teacher exceeds expectation in academic growth and achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students;	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to adapt instructional and classroom strategies in a way that results in responsive learning environments and academic achievement for all students.

COMMENTS: _____

Performance Standard 7: 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.

- 7.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 7.2 Adheres to federal and state laws, school policies, and ethical guidelines.
- 7.3 Punctual and dependable regarding all contracted and assigned responsibilities.
- 7.4 Demonstrates appropriate standards of dress in accordance with the day's routine.
- 7.5 Sets goals for self-improvement of knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner and serves as a contributing member of the school's professional learning community.
- 7.8 Builds positive and professional relationships with parents/guardians through frequent and effective communications concerning students' progress.
- 7.9 Maintains confidentiality in regard to school and student issues.
- 7.10 Is accurate and punctual in maintaining records and completing reports

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher strives for self-improvement in professional growth skills, effective communication and collaboration skills to safeguard student success	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 8: Student Academic Progress

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

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners	In addition to meeting the standard, the work of the teacher results in an above average level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

COMMENTS: _____

OVERALL SUMMATIVE EVALUATION OF THE MEDIA SPECIALIST

Teacher Performance Standard	Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

AREAS OF STRENGTH: _____

AREAS OF IMPROVEMENT: _____

ADDITIONAL NOTES: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
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Special Education Teacher's Summative Report

TEACHER: _____ EVALUATOR: _____

DATE OF EVALUATION: _____

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.

- _____ 1.1 Effectively addresses appropriate curriculum standards.
- _____ 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- _____ 1.3 Demonstrates an ability to link present content with past and future learning experience, other subject areas, and real world experiences and applications.
- _____ 1.4 Demonstrates an accurate knowledge of subject matter.
- _____ 1.5 Demonstrates skills relevant to the subject area(s) taught.
- _____ 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- _____ 1.7 Stays abreast of current research, diverse perspectives, and new strategies within teaching specialty.
- _____ 1.8 Are knowledgeable regarding laws, regulations, and policies governing special education.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher exceeds proficiency in their understanding of the curriculum, subject matter, and student development by providing extensions of learning and concept origins for student comprehension	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

COMMENTS: _____

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.

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range goals and adapts plans when needed.
- 2.6 Develops and uses the IEP in planning daily lessons as related to the SOL's, which are directly related to the instructional objectives as established by the division and state (SOL's).

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	In addition to meeting the standard, the teacher plans an assortment of activities that promotes and challenges student to learn based on the various ability levels.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

COMMENTS: _____

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.

- _____ 3.1 Engages and maintains students in active learning.
- _____ 3.2 Builds upon students' existing knowledge and skills.
- _____ 3.3 Differentiates instruction to meet the students' needs.
- _____ 3.4 Reinforces learning goals consistently throughout the lesson.
- _____ 3.5 Uses a variety of effective instructional strategies and resources.
- _____ 3.6 Uses instructional technology to enhance student learning.
- _____ 3.7 Communicates clearly and checks for understanding.
- _____ 3.8 Uses class time wisely and begins class promptly.
- _____ 3.9 Moves about the classroom to monitor student performance.
- _____ 3.10 Uses instructional technology equipment and resources appropriate for the objectives and learners.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners	In addition to meeting the standard, the teacher inspires students by using diverse learning activities that challenge the students to broaden their perception of the concept being delivered.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students

COMMENTS: _____

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.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	In addition to meeting the standard, the teacher strives to align assessment and the student's overall academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

COMMENTS: _____

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.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations for classroom rules and procedures early in the school year to students and parents and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Exercises responsibility for student behavior within the total school environment.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher creates an exceptional learning environment, using resources, routines, and procedures to provide a classroom that is respectful, positive, safe, where differentiated learning is evident.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

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

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

6.2 Fosters classroom environments that create opportunities for access and achievement for all students in all aspects of the learning process..

6.3 Builds meaningful relationships with all students, and by modeling high expectations for all students.

6.4 Selects classroom resources that reflect the needs of all students.

6.5 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher demonstrates and promotes respect for all students and cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	In addition to meeting the standard, the teacher exceeds expectation in academic growth and achievement for all students.	The teacher models high expectations for all students; advances academic growth and achievement for all students;	The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.	The teacher fails to demonstrate a commitment to adapt instructional and classroom strategies in a way that results in responsive learning environments and academic achievement for all students.

COMMENTS: _____

Performance Standard 7: 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.

- 7.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 7.2 Adheres to federal and state laws, school policies, and ethical guidelines.
- 7.3 Punctual and dependable regarding all contracted and assigned responsibilities.
- 7.4 Demonstrates appropriate standards of dress in accordance with the day's routine.
- 7.5 Sets goals for self-improvement of knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner and serves as a contributing member of the school's professional learning community.
- 7.8 Builds positive and professional relationships with parents/guardians through frequent and effective communications concerning students' progress.
- 7.9 Maintains confidentiality in regard to school and student issues.
- 7.10 Is accurate and punctual in maintaining records and completing reports.

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	In addition to meeting the standard, the teacher strives for self-improvement in professional growth skills, effective communication and collaboration skills to safeguard student success.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

COMMENTS: _____

Performance Standard 8: Student Academic Progress

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

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

8.2 Documents the progress of each student throughout the year

8.3 Provides evidence that achievement goals have been met using multiple measures of student growth.

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

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners	In addition to meeting the standard, the work of the teacher results in an above average level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

COMMENTS: _____

OVERALL SUMMATIVE EVALUATION OF THE SPECIAL EDUCATION TEACHER

Teacher Performance Standard	Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1		1.25	
Standard 2		1.25	
Standard 3		1.25	
Standard 4		1.25	
Standard 5		1.25	
Standard 6		1.25	
Standard 7		1.25	
Standard 8		1.25	
		Summative Rating (sum of weighted contributions)	

AREAS OF STRENGTH: _____

AREAS OF IMPROVEMENT: _____

ADDITIONAL NOTES: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Highly Effective <i>In addition to meeting the requirements for Effective...</i> (4.6-5.0)	Exceeds Expectations (4-4.5)	Effective <i>Effective is the expected level of performance.</i> (3.0-3.9)	Approaching Effective (2.0-2.9)	Ineffective (1-1.9)
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TEACHER EVALUATION CENTRAL OFFICE VISIT

TEACHER: _____ SCHOOL: _____

TEACHING ASSIGNMENT: _____ OBSERVER: _____

DATE OF OBSERVATION: _____

- _____ 1. Clearly communicates the statement of the learning for the day to the class
- _____ 2. Starts class promptly and uses class time wisely
- _____ 3. Lesson plans are visible, followed, adjusted to the day's activities
- _____ 4. Provides students with clear explanations, modeling, and directions
- _____ 5. Uses questions effectively to check for understanding
- _____ 6. Provides instruction in accordance with individual learning differences in the students
- _____ 7. Summarizes the main points of the lesson
- _____ 8. Moves about the classroom to monitor student performance
- _____ 9. Uses positive reinforcement techniques effectively
- _____ 10. Strong classroom management, well organized, prepared for class or days activities
- _____ 11. Uses instructional technology equipment and resources appropriate for the objectives and learners
- _____ 12. Collaborates with teachers within same grade level, special needs teachers, etc. (documentation provided)
- _____ 13. Provides a classroom environment that is safe, promotes positive interaction, and is conducive to learning
- _____ 14. Uses precise language, correct vocabulary, and grammar
- _____ 15. Demonstrates appropriate standards of dress in accordance with the days routine

SCALE

1 = Ineffective
 2 = Approaching Effective
 3 = Effective
 4 = Exceeds Effective
 5 = Highly Effective
 NA = Not Applicable

Observation Notes: _____

Areas of Strength: _____

Needs Improvement: _____

 Teacher's Signature

 Date

 Evaluator's Signature

 Date

IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in Teacher Evaluation Plan that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other.

Two Tools to Increase Professional Performance

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
Initiates Process	Evaluator, administrator, or teacher	Evaluator
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i> Building/Worksite Level Human Resource Department is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to proficient – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?

What have you tried to address the concern of _____ (tell specific concern)?

What support can I or others at the school/worksites provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone as well?

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan*.

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- a rating of "Approaching Effective" on **two or more** performance standards, or
- a rating of "Ineffective" on **one or more** performance standards or an overall rating of "Ineffective" or "Approaching Effective".

Implementation of Performance Improvement Plan

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- 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 a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation 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 “Approaching Effective.”
- Little or no improvement has been achieved; the teacher is rated “Ineffective.”

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

When a veteran/long-term teacher is rated unacceptable, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.



PERFORMANCE IMPROVEMENT PLAN

TEACHER _____ SCHOOL _____

EVALUATOR _____ SCHOOL YEAR _____

DATE _____

AREA(S) TO BE IMPROVED (Include the Performance Indicators and Number)

PLAN (GOALS) FOR IMPROVEMENT (Key to the Performance areas listed above)

*(Use other pages if necessary)

(Teacher's Signature)

(Evaluator's Signature)



**PERFORMANCE IMPROVEMENT PLAN
(Achievement of Plan)**

TEACHER _____ SCHOOL _____

EVALUATOR _____ SCHOOL YEAR _____

DATE _____ *(Check if teacher is on Conditional Status _____)

PLAN (GOALS) FOR IMPROVEMENT

Did the teacher meet the goals of the Performance Improvement Plan? _____

How were these goals measured? _____

Do you recommend that the teacher continue on the Performance Improvement Plan? _____

Why? _____

*(Use other pages if necessary)

(Teacher's Signature)

(Date)

(Evaluator's Signature)

(Date)

CLASSIFIED PERSONNEL EVALUATION OVERVIEW

It is the desire of the school board and the administrative staff to include classified employees of the division in a cooperatively developed procedure. Personnel (non-certified) to be evaluated under this procedure are all employees assigned to the classified salary schedule. They are:

- 1.) Secretaries
- 2.) Teacher's Aides
- 3.) Maintenance Employees
- 4.) Custodial Employees
- 5.) Food Service Employees
- 6.) Bus Drivers
- 7.) Garage Employees
- 8.) Nurses (see pages 79-80)

A. Purpose

The evaluation process for the classified personnel of the school division is designed to assist them in the improvement of job performance and to make decisions with regard to classified employees. In addition, the purpose of the evaluation process shall be to assist classified employees to overcome identified weaknesses and to assist in the retention of employees who have demonstrated performance which is satisfactory or above.

B. Orientation

During the preschool orientation period, the immediate supervisor should inform all classified employees of the evaluation procedures, schedule, and evaluation instrument. A copy of the evaluation instrument should be provided to all classified employees. Classified employees who are employed after the preschool orientation period should have the same evaluation information at the time of employment.

C. Procedure

1. Each classified employee shall be evaluated on an annual basis by the principal and/or the immediate supervisor. All supervisors with whom the employee works should be involved in the evaluation. The annual evaluation shall be completed on or before June 1 of each school year. The evaluation schedule and procedure is to be used in the evaluation of all classified employees. Because of the transiency of bus drivers, they are to be evaluated annually by the supervisor of transportation. The supervisor is urged to utilize the service of principals and assistant principals to assist in the evaluation of the bus drivers.
2. A classified employee during his/her first year of employment and each experienced classified employee who is not performing satisfactory shall be evaluated on or before January 15. The same procedure and evaluation instrument used in the annual evaluation shall be used for the interim evaluation. Additional interim evaluations shall be at the discretion of the building administrator and/or immediate supervisor.
3. If a classified employee is evaluated as less than satisfactory on the final evaluation, a conference with a personnel administrator may be requested by the classified employee.

- Copies of the evaluation are to be distributed as indicated on the evaluation instrument.

D. Performance/Skills

The rating scale used will be as stated on the evaluation instrument. All classified employees will be evaluated on the following performance and/or skills:

- Quality of Work
- Job Knowledge
- Attitude
- Attendance and Punctuality
- Personal Characteristics
- Possesses skills and judgment in the use of equipment
- Interpersonal Relationships
- Job Description

<i>PERFORMANCE DESCRIPTORS</i>	<i>SCORE</i>
EXCEEDS DIVISION STANDARD OF PERFORMANCE	4
MEETS DIVISION STANDARD OF PERFORMANCE	3
PARTIALLY MEETS DIVISION STANDARD OF PERFORMANCE - NEEDS IMPROVEMENT	2
DEMONSTRATES UNACCEPTABLE PERFORMANCE - SUBSTANTIAL IMPROVEMENT IMPERATIVE	1
NO BASIS FOR JUDGMENT	N/A

E. Written Comments

- When ratings are less than satisfactory, the evaluator shall make recommendations and provide pertinent comments in the remarks section of the evaluation instrument. These remarks should outline strengths and weaknesses and suggestions for improvement in the performance of the employee who has been rated less than satisfactory.
- The classified employee may submit written information, with regard to specific factors of the evaluation, to the principal and/or immediate supervisor. This rebuttal or additional information must be submitted within five (5) working days after final annual evaluation.



EMPLOYEE PERFORMANCE AND WORK APPRAISAL FORM CLASSIFIED PERSONNEL

Evaluate the employee on the basis of the work now being done. Consider each indicator separately. Place a check in the space below the group of words which best describes the individual, but only one check for each line. It is essential that every line be checked.

NAME _____		JOB DESCRIPTION _____	SCHOOL OR DEPT _____			
INDICATOR		EXCEEDS DIVISION STANDARD OF PERFORMANCE	MEETS DIVISION STANDARD OF PERFORMANCE	PARTIALLY MEETS DIVISION STANDARD OF PERFORMANCE - NEEDS IMPROVEMENT	DEMONSTRATES UNACCEPTABLE PERFORMANCE - SUBSTANTIAL IMPROVEMENT IMPERATIVE	NO BASIS FOR JUDGMENT
1	Quality of Work: Work is accurate, thorough, neat, and completed in a timely manner					
2	Job Knowledge: Demonstrates knowledge of job duties and their purpose					
3	Job Skills: Demonstrates knowledge of job duties and their purpose.					
4	Adaptability: Learns new tasks and assignments willingly.					
5	Initiative: Seeks new or additional assignments when appropriate or necessary.					
6	Flexibility: Willingness to perform additional job related tasks that are not assigned on regular work schedule					
7	Judgement/Decision Making: Uses good judgement and makes appropriate decisions.					

8	Organization: Task are organized, prioritized, and planned out. Work areas are clean and organized.					
9	Efficiency: Tasks are organized and completed efficiently					
10	Care and Operation of Equipment: Properly maintains equipment.					
11	Safety: Follows safety guidelines					
12	Compliance: Has adequate knowledge of and adheres to district, department, and building policies and regulations.					
13	Attendance: Attends work, arrives on time, and leaves at appropriate times. Complies with district, department, and building processes and procedures around the use of leaves.					
14	Appearance: Appearance and attire is professional and appropriate for the work.					
15	Professionalism: Consider relationship with students, staff, parents, and community representatives.					

REMARKS: _____

Evaluator(s): _____

I certify that I have reviewed this evaluation:

(Evaluatee's Signature) Date: _____

I have reviewed this document, discussed the contents with my supervisor, and acknowledge this with my signature. My signature does not necessarily indicate that I agree with my supervisor's assessment of my performance.



NURSING STAFF EVALUATION

NAME: _____

SCHOOL: _____ DATE OF EVALUATION: _____

INDICATORS	EXCEEDS DIVISION STANDARD OF PERFORMANCE	MEETS DIVISION STANDARD OF PERFORMANCE	PARTIALLY MEETS DIVISION STANDARD OF PERFORMANCE - NEEDS IMPROVEMENT	DEMONSTRATES UNACCEPTABLE PERFORMANCE - SUBSTANTIAL IMPROVEMENT IMPERATIVE	NO BASIS FOR JUDGMENT
Attendance/Punctuality					
Professionalism –good problem solving and decision making skills; knows school policies; reports to nurse coordinator in a timely manner as situations demands; separates personal problems from work					
Initiative/Creativity - i.e. bulletin boards; educational materials displayed in non-intimidating manner; goes into classroom for wellness promotion and health topics					
Flexibility/Willingness to accept new assignments					
Dependability – delivers work in a timely manner					
Job Knowledge/Observes Policies – collaborates with school staff and other service providers to reach educational decisions in the best interest of the child					
Attitude/Adaptability					
Personal Relations – works well with co-workers, diplomatic when dealing with parents on sensitive issues					

General Comments on Employee's

Performance: _____

REVIEWED BY: _____

(Principal)

(Date)

(Nurse Coordinator)

(Date)

EMPLOYEE'S SIGNATURE: _____

(Date)

I have reviewed this document, discussed the contents with my supervisor, and acknowledge this with my signature. My signature does not necessarily indicate that I agree with my supervisor's assessment of my performance.