Forward

The Wythe County Teacher Evaluation Manual and system was developed in response to the updated *Guidelines for Uniform Performance Standards and Evaluation Criteria* for teachers approved by the Virginia Board of Education on April 28, 2011. These guidelines are required to begin implementation by July 1, 2012.

In order to recognize and account for the significant impact teaching has on student achievement, the major change of these guidelines is the inclusion of measuring, documenting, and using student performance data to inform decision making. The Wythe County Evaluation Manual and system will allow for:

- Benchmarking behaviors for each of the teacher performance standards;
- Recognizing the relationship between teacher performance and student achievement;
- Documenting teacher performance based on multiple data sources;
- Empowering teachers to present evidence of their performance and student academic growth;
- Providing performance reviews that stress accountability, professional improvement, and teacher involvement in the evaluation process;
- Providing supportive assistance when needed.
Acknowledgements

Thanks to the following individuals for dedicating their time and expertise to the creation of this document.

Katheryn O’Dell – Max Meadows Elementary
Debbie Wolford – Jackson Memorial Elementary
Kristy Beck – Speedwell Elementary
Jennifer Harrington – Rural Retreat Elementary
Brittany Sage – Sheffey Elementary
Annie Zorn – Spiller Elementary
Dana Smith – Fort Chiswell Middle School
Becky Rouse- Rural Retreat Middle School
Judy Willis – Scott Memorial Middle School
L.E. Younger – George Wythe High School
Melissa Dalton – Rural Retreat High school
Lisa Vaught - Fort Chiswell High School
Gail Kern – Wythe County Technology Center
Kelly Russell- WCEA Representative
Mary Walters- Principal, Rural Retreat Elementary
Becki James- Principal, Fort Chiswell Middle School
Jeff Noe – Executive Director of Instruction
Marcy Olinger- Director of Elementary and Middle Education
Beth Cochran – Coordinator of Federal Programs and Testing

Non-Discrimination Notice

In accordance with Federal law and U.S. Department of Agriculture policy, Wythe County Public Schools is prohibited from discriminating on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquires regarding the non-discrimination policies:

Director of Human Resources
1570 West Reservoir Street
Wytheville, VA 24382
276-228-5411

School Social Worker
1570 West Reservoir Street
Wytheville, VA 24382
276-228-5411

Executive Director of Educational Services
1570 West Reservoir Street
Wytheville, VA 24382
276-228-5411
Additionally, to file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

**Purposes of this Document**

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards’ procedures for evaluating instructional personnel address student academic progress.

Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (Employment of teachers) states, in part, the following:

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

**Purposes of Evaluation**

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

- contribute to the successful achievement of the goals and objectives defined in the school division’s educational plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth.
A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;
- a focus on the relationship between teacher performance and improved student learning and growth;
- a system for documenting teacher performance based on multiple data sources regarding teacher performance;
- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and
- a support system for providing assistance when needed.
VIRGINIA’S UNIFORM PERFORMANCE STANDARDS FOR TEACHERS

Performance Standards
Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. Performance standards define the criteria expected when teachers perform their duties. For all teachers, there are seven performance standards:

<table>
<thead>
<tr>
<th>Performance Standard 1: Professional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 2: Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 3: Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 4: Assessment of and for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 5: Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 6: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 7: Student Academic Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
</tr>
</tbody>
</table>

Performance Indicators
Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations and provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher’s performance on each standard with evidence generated from multiple performance indicators:
### 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 Indicators

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

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 ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

1.4 Demonstrates an accurate knowledge of the 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 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

### 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 Indicators

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

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 plans and adapts plans when needed.

### Performance Standard 3: Instructional Delivery

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

#### Performance Indicators

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

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 lessons.

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.
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.*

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</strong></td>
<td>4.4 Aligns student assessment with established curriculum standards and benchmarks.</td>
</tr>
<tr>
<td>4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</td>
<td>4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.</td>
</tr>
<tr>
<td>4.2 Involves students in setting learning goals and monitoring their own progress.</td>
<td>4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.</td>
</tr>
<tr>
<td>4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</td>
<td>4.7 Gives constructive and frequent feedback to students on their learning.</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</strong></td>
<td>5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</td>
</tr>
<tr>
<td>5.1 Arranges the classroom to maximize learning while providing a safe environment.</td>
<td>5.5 Promotes cultural sensitivity.</td>
</tr>
<tr>
<td>5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</td>
<td>5.6 Respects students’ diversity, including language, culture, race, gender, and special needs.</td>
</tr>
<tr>
<td>5.3 Maximizes instructional time and minimizes disruptions.</td>
<td>5.7 Actively listens and pays attention to students’ needs and responses.</td>
</tr>
<tr>
<td>5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</td>
<td>5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</td>
</tr>
</tbody>
</table>
**Performance Standard 6: Professionalism**

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

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.</td>
</tr>
<tr>
<td></td>
<td>6.3 Incorporates learning from professional growth opportunities into instructional practice.</td>
</tr>
<tr>
<td></td>
<td>6.4 Sets goals for improvement of knowledge and skills.</td>
</tr>
<tr>
<td></td>
<td>6.5 Engages in activities outside the classroom intended for school and student enhancement.</td>
</tr>
<tr>
<td></td>
<td>6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.</td>
</tr>
<tr>
<td></td>
<td>6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.</td>
</tr>
<tr>
<td></td>
<td>6.8 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.</td>
</tr>
<tr>
<td></td>
<td>6.9 Demonstrates consistent mastery of standard oral and written English in all communication.</td>
</tr>
</tbody>
</table>

**Performance Standard 7: Student Academic Progress**

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

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.2 Documents the progress of each student throughout the year.</td>
</tr>
<tr>
<td></td>
<td>7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.</td>
</tr>
<tr>
<td></td>
<td>7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</td>
</tr>
</tbody>
</table>
### Evaluation Timeline

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity for Professional Improvement</th>
<th>Task or Document</th>
<th>Responsibility of Teacher</th>
<th>Teacher Initials</th>
<th>Principal Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>By September 15</td>
<td>Establish student progress goal (all teachers)</td>
<td>Goal Setting for Student Progress Form</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By September 30</td>
<td>Complete at least one observation of all <strong>probationary and specific continuing contract</strong> teachers</td>
<td>Observation Guidelines</td>
<td>Principal Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By October 30</td>
<td>Complete second required observation of all <strong>probationary and specific continuing contract</strong> teachers</td>
<td>Observation Guidelines</td>
<td>Principal Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| By January 30  | • Mid-year review of student progress goal (all teachers).  
• Probationary teachers and specific continuing contract teachers will review Teacher Choice Criteria  
• Interim performance evaluation of probationary and specific continuing contract teachers | • Goal Setting for Student Progress Form  
• Teacher Choice Component  
• Interim Performance Report  
• Summative Evaluation Report | Principal Teacher |                  |                   |
| By March 30    | Observation (all probationary teachers at least two times and specific continuing contract teachers at least once) | Observation Guidelines                               | Principal Teacher         |                  |                   |
| By April 5     | Any teacher being non-renewed or recommended for dismissal must be notified                           | Letter To Superintendent                              | Principal Teacher         |                  |                   |

**WCPS Observation process consists of THREE main components: Observations, Student Growth, and Teacher Choice**

#### 1. Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The Observation/Document Review Form is used to provide targeted feedback on teachers’ effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of for Learning, Learning Environment, Professionalism, and Student Progress.

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least four times per year. Two of these observations will occur prior to October 30. At least two more observations will occur before March 30. Specific continuing contract teachers will be observed at least three times per
year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 30 minutes and a post-conference. A pre-conference should be conducted.

Evaluators use observations as one source of information to determine whether a teacher is meeting performance standards. The evaluator provides feedback about the observation using an observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator’s discretion.

After each observation, one copy of the observation form will be given to the teacher and a copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

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

Typically, the evaluator provides feedback about the observation during a review conference with the teacher. During the conference the evaluator reviews all applicable documentation.

(An optional formal observation form is included; however, administrators may choose to use their own template.)

Informal Observations

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

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

(An optional informal observation form is included; however, administrators may choose to use their own template.)

Walk-through Observations

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

Review of Observations

After the post-conference with the building principal, teachers have the option to request a review of a completed observation by an administrator outside of their building if they feel the observation is inaccurate. This can be a review of documentation, or a complete classroom observation. This request should be made in writing to the building principal within five (5) working days, who will work with the teacher to select an outside observer.
Formal Classroom Observation Form  
(Optional)  

Directions: This form is to be used for probationary teachers and specific 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.

- 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
- Communicates clearly and checks for understanding

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 using a variety of instructional strategies in order to meet individual learning needs.

- Expands and maintains students in active learning
- Builds upon students’ existing knowledge and skills
- Differentiates instruction to meet the students’ needs

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
- Promotes cultural sensitivity
- Respects students’ diversity, including language, culture, race, gender, and special needs
- Actively listens and pays attention to students’ needs and responses
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups

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

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

Comments

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

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

Comments:

Additional Comments:

Teacher’s Name ___________________________ Teacher’s Signature ___________________________ Date __________

Observer’s Name ___________________________ Observer’s Signature ___________________________ Date __________
Informal Classroom Observation Form  
(Optional)

Directions: This form can be used during informal classroom observations. A copy is to be given to the teacher and one copy maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Observed: ________________________________ Date: ______ Time:_______

<table>
<thead>
<tr>
<th>1. Professional Knowledge</th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addresses appropriate curriculum standards</td>
<td></td>
</tr>
<tr>
<td>• Integrates key content elements and facilitates students’ use of higher level thinking skills</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates ability to link present content with past and future learning</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an accurate knowledge of the subject area(s) taught</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates skills relevant to the subject area(s) taught</td>
<td></td>
</tr>
<tr>
<td>• Bases instruction on goals that reflect high expectations</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the knowledge of development</td>
<td></td>
</tr>
<tr>
<td>• Communicates clearly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Instructional Planning</th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses student learning data to guide planning</td>
<td></td>
</tr>
<tr>
<td>• Plans time for realistic pacing</td>
<td></td>
</tr>
<tr>
<td>• Plans for differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>• Aligns lesson objectives to curriculum and student needs</td>
<td></td>
</tr>
<tr>
<td>• Develops appropriate long- and short-range plans and adapts plans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Instructional Delivery</th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages students</td>
<td></td>
</tr>
<tr>
<td>• Builds on prior knowledge</td>
<td></td>
</tr>
<tr>
<td>• Differentiates instruction</td>
<td></td>
</tr>
<tr>
<td>• Reinforces learning goals</td>
<td></td>
</tr>
<tr>
<td>• Uses a variety of strategies/resources</td>
<td></td>
</tr>
<tr>
<td>• Uses instructional technology</td>
<td></td>
</tr>
<tr>
<td>• Communicates clearly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Assessment of and for Student Learning</th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses pre-assessment data</td>
<td></td>
</tr>
<tr>
<td>• Involves students in setting learning goals</td>
<td></td>
</tr>
<tr>
<td>• Uses valid, appropriate assessments</td>
<td></td>
</tr>
<tr>
<td>• Aligns assessments with standards</td>
<td></td>
</tr>
<tr>
<td>• Uses a variety of assessment strategies</td>
<td></td>
</tr>
<tr>
<td>• Uses assessment tools for formative/summative purposes</td>
<td></td>
</tr>
<tr>
<td>• Gives constructive feedback</td>
<td></td>
</tr>
</tbody>
</table>
5. **Learning Environment**
   - Arranges the classroom to maximize learning and provides a safe environment
   - Establishes clear expectations
   - Maximizes instruction/minimal disruption
   - Establishes a climate of trust/teamwork
   - Promotes cultural sensitivity/respects diversity
   - Listens and pays attention to students’ needs and responses
   - Maximizes instructional learning time by working with students individually and in groups

6. **Professionalism**
   - Collaborates/communicates effectively
   - Adheres to laws/policies/ethics
   - Incorporates professional development learning
   - Incorporates learning from professional growth activities
   - Sets goals for improvement
   - Activities outside classroom
   - Builds positive relationship with parents
   - Contributes to professional learning community
   - Demonstrates mastery of standard oral and written English

7. **Student Academic Progress**
   - Sets student achievement goals
   - Documents progress
   - Provides evidence of goal attainment
   - Develops interim learning targets

**Specific Examples:**

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

---

**Teacher’s Name**

---

**Teacher’s Signature**

---

**Date**

---

**Observer’s Name**

---

**Observer’s Signature**

---

**Date**
2. Student Academic Progress

The preponderance of evidence indicates the most important school-related factor in students’ education is a quality teacher. Teacher evaluations frequently ignore the results of teaching, which is student learning. If the purpose of teaching is to nurture learning, then both teachers and schools should be judged for their effectiveness on the basis of what and how much students learn. Using student academic progress (as a measure of student achievement) to inform teacher evaluation makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students’ learning while effective teachers lead to higher student achievement growth.

In addition, linking student academic progress with teacher evaluation offers significant potential:

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;
- can serve as meaningful feedback for instructional improvement;
- can serve as a barometer of success and a motivation tool; and
- is derived from student assessment and is an integral facet of instruction.

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

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

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

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The principal 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 individual learners. The Goal Setting for Student Academic Progress Form is to be used for developing and assessing the teacher’s annual goal. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and what is the difference.

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.

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

Example Goal:

A fourth grade team determines that their students performed well in mathematics last year, but not in reading. Therefore, they decide to focus the goal on reading. Each teacher creates his or her own goal based on the performance of the students in his or her classroom, but the goal area is decided as a grade level.

- teacher sets an attainable goal, within reach but not too easy
- teacher develops strategies to support goal attainment
- strategies put into place, monitored, analyzed at the end of the year

Example of a poor goal: In current school year, each student will make measurable progress on the STAR assessment. Each student will gain at least one year’s growth in grade level equivalency.

Example of a good goal: During the school year, my sixth grade physical education students will improve performance by 20% on each of the Presidential Fitness Test sub areas.
Goal Setting for Student Academic Progress Form

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Subject/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator’s Name</td>
<td>School Year</td>
</tr>
</tbody>
</table>

**Initial Goal Submission (due by September 15 to the evaluator)**

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Describe population and special learning circumstances.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content/Subject/Field Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Area/topic addressed <em>based</em> on learner achievement, data analysis, or observational data)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baseline Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What does current data show?) Please attach.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Describe what you want learners/program to accomplish.)</td>
<td></td>
</tr>
</tbody>
</table>

**Means for Attaining Goal** *(Strategies used to accomplish goal)*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Assessment Evidence</th>
<th>Target Date/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

______________________________  __________________________  __________________
Teacher’s Name                  Teacher’s Signature      Date

______________________________  __________________________  __________________
Observer’s Name                 Observer’s Signature      Date
# Mid/End of Year Goal Review Form

## Mid-Year Goal Review

Describe goal progress and other relevant data.

<table>
<thead>
<tr>
<th>Mid-year review conducted on</th>
<th>Initials: _______(teacher) _______(evaluator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilized multiple data sources for review</td>
<td>☐</td>
</tr>
<tr>
<td>List data sources:</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Teacher’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Name</td>
<td>Observer’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

## End-of-Year Goal Review

☐ Appropriate Data Received

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

<table>
<thead>
<tr>
<th>Goal Setting Indicators</th>
<th>Met Indicator</th>
<th>Did Not Meet Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents the progress of each student throughout the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides evidence that achievement goals have been met</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Teacher’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Name</td>
<td>Observer’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Wythe County Public Schools Page 20
3. Teacher Selected Input (Choose at least one option: Teacher Documentation Log, Student Survey, or Self-Evaluation)

1. Teacher Documentation Log (highly recommended)

The purpose of the Teacher Documentation Log is to provide evidence of performance related to specific standards. Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards may be included. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Teacher Documentation Log provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Teacher Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and evaluators review the documentation log annually. Additionally, teachers in their probationary period will meet with administrators and/or evaluators to review their documentation log by the end of the first semester.

The Teacher Documentation Log should be available at the request of the administrator and/or evaluator.

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder),
- include the required documentation listed on the cover sheet,
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/ monthly),
- should be available for review at administrator’s request,
- should be user-friendly (neat, organized),
- remains in teacher’s possession except when reviewed by the evaluator,
- belongs to the employee, and
- will be checked at least one time per year with feedback provided.
# Teacher Documentation Log

**Teacher:** ___________________________  **School Year:** _______ - _______

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
</table>
| 1. Professional Knowledge | *No evidence is required in the Documentation Log*                           | Can include (but not required):  
  - Transcripts of coursework  
  - Professional Development certificates  
  - Annotated list of instructional activities  
  - Lesson/intervention plan  
  - Journals/notes that represent reflective thinking and professional growth  
  - Samples of innovative approaches developed by teacher  
  - Other                                                                 |                   |
| 2. Instructional Planning | Evidence of using data about student learning to guide planning and instruction | Can include:  
  - Differentiation in lesson planning and practice  
  - Analysis of classroom assessment  
  - Data driven curriculum revision work  
  - Examples:  
    - Sample lesson or unit plan  
    - Course syllabus  
    - Intervention plan  
    - Substitute lesson plan  
    - Annotated learning objectives  
  - Other                                                                 |                   |
| 3. Instructional Delivery | *No evidence is required in the Documentation Log*                           | Can include (but not required):  
  - Annotated photographs of class activities  
  - Handouts or sample work  
  - Video/audio samples of instructional units  
  - Other                                                                 |                   |
| 4. Assessment of and for Student Learning | Evidence of the use of baseline and periodic assessments | Can include:  
- Samples of baseline and periodic assessments given  
- Samples of both formative and summative assessment  
- Graphs or tables of student results  
- Records within electronic curriculum mapping tool  
Examples:  
- Brief report describing your record keeping system and how it is used to monitor student progress |
| 4. Assessment of and for student learning (continued) | Evidence of the use of baseline and periodic assessments | - Copy of scoring rubrics  
- Photographs or photocopies of student work with written comments  
- Samples of educational reports, progress reports or letters prepared for parents or students  
- Copy of disaggregated analysis of student achievement scores on standardized test  
- Copy of students’ journals of self-reflection and self-monitoring  
- Other |
| 5. Learning Environment | No evidence is required in the Documentation Log | Can include (but not required):  
- Student survey summary information  
- List of classroom rules with brief explanation of the procedures used to develop and reinforce them  
- Schedule of daily classroom routines  
- Explanation of behavior management philosophy and procedures  
- Other |
| 6. Professionalism | Evidence of: Commitment to professional growth *Parent Communication Log | Can include:  
- Record of participation in extracurricular activities and events  
- Record of professional development taken or given  
- Examples of collaborative work with peers  
- Evidence of communication with students, families, colleagues and community  
Examples:  
- Copy of classroom newsletter or other parent information documents  
- Sample copy of interim reports  
Other |
| 7. Student Academic Progress | *Student Progress Goal Setting Form | Student Achievement Goal Setting Document – Revised at midterm and end of year |
Or

Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-12 administer the surveys to at least three classes. Teachers may add additional questions to the surveys at their discretion.
**Grades K-2 Student Survey**

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year</th>
</tr>
</thead>
</table>

*Example: I ride a school bus to school.*

1. My teacher listens to me.

2. My teacher gives me help when I need it.

3. My teacher shows us how to do new things.

4. I know what I am supposed to do in class.

5. I am able to do the work in class.

6. I learn new things in my class.

7. 

8. 

Comments:
Grades 3-5 Student Survey

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class Period</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NO</th>
</tr>
</thead>
</table>

*Example:* I like listening to music.

1. My teacher listens to me.                     ☐  ☑  ☐
2. My teacher gives me help when I need it.      ☐  ☐  ☐
3. My teacher shows us how to do new things.     ☐  ☐  ☐
4. My teacher encourages me to evaluate my own learning. ☐  ☐  ☐
5. I am able to do the work in class.            ☐  ☐  ☐
6. I learn new things in my class.               ☐  ☐  ☐
7. I feel safe in this class.                    ☐  ☐  ☐
8. My teacher uses many ways to teach.           ☐  ☐  ☐
9. My teacher explains how my learning can be used outside of school. ☐  ☐  ☐
10. My teacher explains why I get things wrong on my work. ☐  ☐  ☐
11. My teacher shows respect to all students.    ☐  ☐  ☐
12. My teacher demonstrates helpful strategies or skills for my learning. ☐  ☐  ☐
13. There are opportunities to reflect on my learning in my class. ☐  ☐  ☐
14. My teacher allows me to make some choices about my learning. ☐  ☐  ☐
15.                                               ☐  ☐  ☐
16.                                               ☐  ☐  ☐

COMMENTS:
Grades 6-8 Student Survey

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

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class Period</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

Example: I like listening to music.

1. My teacher creates a classroom environment that allows me to learn. 1 2 3 4 5
2. My teacher encourages me to evaluate my own learning. 1 2 3 4 5
3. My teacher allows me to demonstrate my learning in a variety of ways. 1 2 3 4 5
4. My teacher gives clear instructions. 1 2 3 4 5
5. My teacher shows respect to all students. 1 2 3 4 5
6. My teacher is available to help outside of class. 1 2 3 4 5
7. My teacher grades my work in a timely manner. 1 2 3 4 5
8. My teacher relates lesson to other subjects or the real world. 1 2 3 4 5
9. My teacher respects different opinions. 1 2 3 4 5
10. My teacher uses a variety of activities in class. 1 2 3 4 5
11. My teacher encourages all students to learn. 1 2 3 4 5
12. My teacher expects me to be successful. 1 2 3 4 5
13. My teacher is knowledgeable about the subject. 1 2 3 4 5
14. My teacher provides helpful feedback. 1 2 3 4 5
15. 1 2 3 4 5
16. 1 2 3 4 5

COMMENTS:
Grades 9-12 Student Survey

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

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

*Example: I like listening to music.*

1. gives clear instructions.  
2. treats everyone fairly.  
3. is available for help outside of class time.  
4. clearly states the objectives for the lesson.  
5. grades my work in a reasonable time.  
6. relates lesson to other subjects or the real world.  
7. allows for and respects different opinions.  
8. encourages all students to learn.  
9. uses a variety of activities in class.  
10. communicates in a way I can understand.  
11. manages the classroom with a minimum of disruptions.  
12. shows respect to all students.  
13. consistently enforces disciplinary rules in a fair manner.  
14. makes sure class time is used for learning.  
15. is knowledgeable about his/her subject area.  
16. clearly defines long-term assignments (such as projects).  
17. sets high expectations.  
18. helps me reach high expectations.  
19. assigns relevant homework.  
20. communicates honestly with me.  
21.                            
22.                            

COMMENTS:
Student Survey Summary

Directions: Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate. Copies of Summary forms must be submitted to Principals at final evaluation conference.

Teacher’s Name: ____________________________________________________________

Grade: __________________________ Subject: _________________________________

Survey form used: □ Grades K-2   □ Grades 3-5   □ Grades 6-8   □ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
   __________________percent

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?
Self-Evaluation

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

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers’ control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers’ self-evaluation.

Figure 3.5: Strategies to Enhance Self-Evaluation

| **Self-reflection tools:** These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes. |
| **Media recording and analysis:** Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher’s performance. |
| **Student feedback:** Surveys, journals, and questionnaires can provide a teacher with the students’ perspective. |
| **Teacher portfolio:** Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio. |
| **Student performance data:** Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth. |
| **External peer observation:** Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher’s behavior. |
| **Journaling:** Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events. |
| **Collegial dialogue/experience sharing/joint problem solving:** By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices. |
# Teacher Self-Evaluation Form

**Directions:** Teachers should use this form 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.

<table>
<thead>
<tr>
<th>Teacher’s Name ___________________________</th>
<th>Date ___________________________</th>
</tr>
</thead>
</table>

## 1. Professional Knowledge

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

**Areas of strength:**

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

## 2. Instructional Planning

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

**Areas of strength:**

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

## 3. Instructional Delivery

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

**Areas of strength:**

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

## 4. Assessment of and for Student Learning

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

**Areas of strength:**

**Areas needing work/strategies for improving performance:**
5. Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength:

Areas needing work/strategies for improving performance:

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

Areas of strength:

Areas needing work/strategies for improving performance:

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

Areas of strength:

Areas needing work/strategies for improving performance:

---

**Essential Teaching Strategies**
- Implement effective classroom management
- Differentiate instruction.
- Encourage active learning.
- Give prompt feedback,
- Communicate high expectations.
- Show concern and respect for students.
- Demonstrate high expectations for student learning.
- Provide appropriate assessment and feedback.
- Communicate clear goals and intellectual challenge.
- Use data to guide instruction for all students.
Teacher Interim Performance Report
(completed with probationary contract and specific continuing contract teachers)

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, portfolio review, 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

_____________________________  Observer’s Name  Observer’s Signature  Date
# Teacher Interim Performance Report

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

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

**Comments:**

☐ Evident  ☐ Not Evident

## 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:**

☐ Evident  ☐ Not Evident

## 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:**

☐ Evident  ☐ Not Evident

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

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

**Comments:**

☐ Evident  ☐ Not Evident
### 5. Learning Environment: The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

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

**Comments:**

- [ ] Evident
- [ ] Not Evident

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

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

**Comments:**

- [ ] Evident
- [ ] Not Evident

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

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

**Comments:**

- [ ] Evident
- [ ] Not Evident
Teacher Summative Evaluation

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one-year for probationary teachers, three years for continuing contract teachers). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| 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. | • 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 |
| Effective           | The teacher meets the standard in a manner that is consistent with the school’s mission and goals. | • 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 |
| Needs Improvement   | The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. | • 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 |
| Unacceptable        | The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. | • 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 |
Performance Rubrics and Summative Evaluation

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

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

Summative ratings apply the rating for each of the seven performance expectations, with the most significant weight given to Standards 3 – instructional delivery, and 7 - student academic progress. Effective teaching is indicated through the delivery of instruction provided in the classroom that leads to student’s academic progress. Research indicates the difference in effective or ineffective teaching lays in the manner teachers demonstrate their knowledge, planning, and skills in their classrooms. This is observable through observation or student achievement data.

The indicator rating is a 4 point Likert-Type scale using numbers 1 through 4 that derive a rating for each standard.

- Highly Effective: 4
- Effective: 3
- Needs Improvement: 2
- Unacceptable: 1

Standards ratings fall within a scale representing the four categories:

- Highly Effective: 3.5 – 4.0
- Effective: 2.5 – 3.4
- Needs Improvement: 1.6 – 2.4
- Unacceptable: 1.0 – 1.5

Weighted Percentage of Standards:

<table>
<thead>
<tr>
<th>Teacher Performance Standard</th>
<th>Percentage contribution to the summative rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 Professional Knowledge</td>
<td>5%</td>
</tr>
<tr>
<td>Standard 2 Instructional Planning</td>
<td>5%</td>
</tr>
<tr>
<td>Standard 3 Instructional Delivery</td>
<td>20%</td>
</tr>
<tr>
<td>Standard 4 Assessment of &amp; for Student Learning</td>
<td>10%</td>
</tr>
<tr>
<td>Standard 5 Learning Environment</td>
<td>10%</td>
</tr>
<tr>
<td>Standard 6 Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Standard 7 Student Academic Progress</td>
<td>40%</td>
</tr>
</tbody>
</table>
Teacher Summative Performance Report

Directions: Evaluators use this form **prior to April 15** to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of the evaluation cycle.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary</td>
<td>Continuing Contract</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 1: Professional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher demonstrates an understanding of the curriculum, subject content, &amp; the developmental needs of students by providing relevant learning experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Standards**

---

**Subject Content**

+-----

**Developmental Needs**

+-----

Total: _____

Average Score: ______

Comments:
### Performance Standard 2: Instructional Planning

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

<table>
<thead>
<tr>
<th>Standards of Learning</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with subject SOL &amp; with SOL assessment is consistently evident in planning. Additionally, there is evidence that planning offers multiple opportunities to cover essential knowledge using higher level thinking skills.</td>
<td>Alignment with subject SOL &amp; with SOL assessment is consistently evident in planning.</td>
<td>Alignment with subject SOL is occasionally evident in planning.</td>
<td>Alignment with subject SOL &amp; with SOL assessment is not evident in planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum/Pacing Guides</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for pacing, content mastery and transition is consistently evident in planning. Additionally, lesson objectives aligned to both curriculum and student learning needs are evident.</td>
<td>Time for pacing, content mastery and transition is consistently evident in planning.</td>
<td>Time for pacing and content mastery and transition is occasionally evident in planning.</td>
<td>Time for pacing, content mastery and transition is not evident in planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated instruction using a variety of instructional strategies that break down complex tasks &amp; address all learning needs, styles, &amp; interests is consistently evident in planning. Additionally, small group instructional planning is evident.</td>
<td>Differentiated instruction using a variety of instructional strategies that break down complex tasks &amp; address all learning needs, styles, &amp; interests is consistently evident in planning.</td>
<td>Differentiated instruction using a variety of instructional strategies that address learning needs is occasionally evident in planning.</td>
<td>Differentiated instruction using a variety of instructional strategies that address learning needs is not evident in planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of an effective mix of high-quality, multicultural learning resources &amp; technology that directly support instructional objectives is consistently evident in planning. Additionally, focus on students being actively engaged with materials and resources are evident.</td>
<td>Use of an effective mix of high-quality, multicultural learning resources &amp; technology that directly support instructional objectives is consistently evident in planning.</td>
<td>Use of a variety of learning resources &amp; technology that directly support instructional objectives is occasionally evident in planning.</td>
<td>Use of a variety of learning resources &amp; technology that directly support instructional objectives is not evident in planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long and short range plans are clear. There is consistent evidence that plans are guided by student learning data and adapted as needed to master content and to reach goals. Additionally, student involvement in data process is evident in planning.</td>
<td>Long and short range plans are clear. There is consistent evidence that plans are guided by student learning data and adapted as needed to master content and to reach goals.</td>
<td>Long and short range plans are vague. There is some evidence that plans are guided by student learning data to reach goals.</td>
<td>Long and short range plans are unclear. There is no evidence that plans are guided by student learning data to reach goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total:</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Learning Engagement</strong></td>
<td><strong>Differentiation</strong></td>
<td><strong>Instructional Strategies &amp; Resources</strong></td>
<td><strong>Instructional Technology</strong></td>
</tr>
<tr>
<td>There are multiple sources of evidence that teacher engages and maintains students in active learning &amp; higher level thinking activities and builds upon students’ existing knowledge and skills. Additionally, there is evidence of opportunities for student choice.</td>
<td>There are multiple sources of evidence that teacher successfully reaches students by skillfully differentiating &amp; scaffolding instruction to meet students’ needs. Additionally, instructional grouping is evident.</td>
<td>There are multiple sources of evidence that teacher reinforces learning goals consistently throughout lessons by using a variety of highly effective instructional strategies, materials, and resources to involve &amp; motivate students. Additionally, differentiated grouping is evident.</td>
<td>There is consistent evidence that teacher uses multiple forms of instructional technology to enhance student learning. Additionally, there is evidence that students use technology tools to facilitate higher order learning activities.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Total:</strong></td>
<td><strong>Average Score</strong></td>
<td><strong>Comments:</strong></td>
</tr>
<tr>
<td>There are multiple sources of evidence that teacher communicates and presents material clearly &amp; explicitly and checks for understanding. Additionally, there is evidence that well chosen examples &amp; vivid, appropriate language are used.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is some evidence that teacher engages and maintains students in active learning & higher level thinking activities and builds upon students’ existing knowledge and skills. There is some evidence that teacher communicates and presents material clearly & explicitly and checks for understanding. There is no evidence that teacher successfully reaches students by skillfully differentiating & scaffolding instruction to meet students’ needs. There is no evidence that teacher uses instructional technology to enhance student learning.

There is some evidence that teacher engages and maintains students in active learning & higher level thinking activities and builds upon students’ existing knowledge and skills. There is some evidence that teacher communicates and presents material clearly & explicitly and checks for understanding. There is no evidence that teacher uses instructional technology to enhance student learning.

There is no evidence that teacher engages and maintains students in active learning. There is no evidence that teacher communicates and presents material clearly & explicitly and checks for understanding.
Performance Standard 4: Assessment of & for Student Learning

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

<table>
<thead>
<tr>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Alignment</strong></td>
<td>Alignment of student assessment with established curriculum standards and benchmarks using a variety of assessment strategies and instruments is consistently evident in assessment reports. Additionally, student involvement in setting goals and monitoring progress is evident.</td>
<td>Alignment of student assessment with established curriculum standards and benchmarks using a variety of assessment strategies and instruments is consistently evident in assessment reports.</td>
<td>Alignment of student assessment with established curriculum standards and benchmarks is somewhat evident in assessment reports.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>Use of assessment tools for both formative and summative purposes and use of grading practices that report final mastery of goals is consistently evident. Additionally, student involvement in collecting data and monitoring progress is evident.</td>
<td>Use of assessment tools for both formative and summative purposes and use of grading practices that report final mastery of goals is consistently evident.</td>
<td>Use of assessment tools for both formative and summative purposes is not evident.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Analysis and charting of data, drawing action conclusions and impacting student growth is consistently evident in reports and planning. Collaboration with colleagues is evident. Additionally, student involvement in data analysis is evident.</td>
<td>Analysis and charting of data, drawing action conclusions and impacting student growth is consistently evident in reports and planning. Collaboration with colleagues is evident.</td>
<td>Analysis and charting of data, drawing action conclusions and impacting student growth is not evident in reports and planning.</td>
</tr>
<tr>
<td><strong>Using Data</strong></td>
<td>Reflection on what worked &amp; what didn't to continuously improve instruction is evident in reports and planning. Use of pre- &amp; post-assessment data to develop expectations, to differentiate instruction and to document learning is consistently evident in planning. Additionally, providing constructive and frequent feedback to student on their learning is evident.</td>
<td>Reflection on what worked &amp; what didn’t to continuously improve instruction is evident in reports and planning. Use of pre- &amp; post-assessment data to develop expectations, to differentiate instruction and to document learning is consistently evident in planning.</td>
<td>Reflection on what worked &amp; what didn’t to continuously improve instruction is not evident in reports and planning.</td>
</tr>
</tbody>
</table>

Total: ______

Average Score: _______

Comments:
Performance Standard 5: Learning Environment

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

<table>
<thead>
<tr>
<th></th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>Use of direct, specific, consistent communication &amp; enforcement of very high expectations is consistently evident. Additionally, consistent reinforcement of positive behaviors is evident.</td>
<td>Use of direct, specific, consistent communication &amp; enforcement of very high expectations is consistently evident.</td>
<td>Use of consistent communication &amp; enforcement of very high expectations is sometimes evident.</td>
<td>Use of consistent communication &amp; enforcement of high expectations is not evident.</td>
</tr>
<tr>
<td><strong>Safe Environment</strong></td>
<td>Classroom arrangements and classroom rules that maximize learning while providing a safe environment are consistently evident. Additionally, a classroom arrangement that facilitates movement and active participation of students is evident.</td>
<td>Classroom arrangements and classroom rules that maximize learning while providing a safe environment are consistently evident.</td>
<td>Classroom arrangements and classroom rules that provide a safe environment are sometimes evident.</td>
<td>Classroom arrangements and classroom rules that provide a safe environment are not evident.</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td>A climate of trust and teamwork is consistently evident in the classroom. Characteristics of fairness, caring, respectfulness and enthusiasm are evident. Additionally, active listening and careful attention to students’ needs and responses are evident.</td>
<td>A climate of trust and teamwork is consistently evident in the classroom. Characteristics of fairness, caring, respectfulness and enthusiasm are evident.</td>
<td>A climate of trust and teamwork is sometimes evident in the classroom.</td>
<td>A climate of trust and teamwork is not evident in the classroom.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Respect for students’ diversity, including language, culture, race, gender and special needs is consistently evident. Additionally, promotion of cultural sensitivity is evident.</td>
<td>Respect for students’ diversity, including language, culture, race, gender and special needs is consistently evident.</td>
<td>Respect for students’ diversity is sometimes evident.</td>
<td>Respect for students’ diversity is not evident.</td>
</tr>
<tr>
<td><strong>Routines &amp; Procedures</strong></td>
<td>Use of routines and procedures that maximize instructional time and minimize disruption is consistently evident. Additionally, clear expectations that include student input for rules and procedures are evident.</td>
<td>Use of routines and procedures that maximize instructional time and minimize disruption is consistently evident.</td>
<td>Use of routines and procedures that maximize instructional time is sometimes evident.</td>
<td>Use of routines and procedures that maximize instructional time is not evident.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### Performance Standard 6: Professionalism

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

<table>
<thead>
<tr>
<th>Professional Ethics</th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>+--------</td>
<td>Consistent adherence to federal and state laws, school and division policies and ethical guidelines is consistently evident. Additionally, respect of colleagues, administration, other school personnel and the community is evident.</td>
<td>Consistent adherence to federal and state laws, school and division policies and ethical guidelines is consistently evident.</td>
<td>Adherence to federal and state laws, school and division policies and ethical guidelines is not consistently evident.</td>
<td>Adherence to federal and state laws, school and division policies and ethical guidelines is not evident.</td>
</tr>
</tbody>
</table>

| Communication & Collaboration | Effective collaboration and communication within the school community that promotes students' well-being and success is consistently evident. Additionally, there is evidence that the teacher is a contributing member of the school's professional learning community through collaboration with teaching colleagues. | Effective collaboration and communication within school community that promotes students' well-being and success is consistently evident. | Collaboration and communication within school community that promotes students' well-being and success is somewhat evident. | Collaboration and communication within school community that promotes students' well-being and success is not evident. |

| Parent/Guardian Communication & Involvement | Positive and professional relationships with parents/guardians are consistently evident through a variety of frequent and effective communications concerning students' progress. Additionally, consistent mastery of standard oral and written English is evident in communications. | Positive and professional relationships with parents/guardians are consistently evident through a variety of frequent and effective communications concerning students' progress. | Professional relationships with parents/guardians are somewhat evident through communication concerning students' progress. | Professional relationships with parents/guardians are not evident through communication concerning students' progress. |

| Professional Growth & Responsibility | Professional goals for improvement of knowledge & skills are consistently evident. Use of new knowledge & skills to enhance professional practice is evident. Additionally, engagement in activities outside the classroom to enhance student learning is evident. | Professional goals for improvement of knowledge & skills are consistently evident. Use of new knowledge & skills to enhance professional practice is evident. | Professional goals for improvement of knowledge & skills are somewhat evident. | Professional goals for improvement of knowledge & skills are not evident. |

**Total:** +
**Average Score:** ____

Comments:  

---

**Wythe County Public Schools**

Page 44
### Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, & appropriate student academic progress; multiple measures of student progress data is to be considered.

<table>
<thead>
<tr>
<th></th>
<th>4 - Highly Effective</th>
<th>3 - Effective</th>
<th>2 - Needs Improvement</th>
<th>1 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are consistently evident. Additionally, there is evidence that students are involved in the goal setting process.</td>
<td>Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are consistently evident.</td>
<td>Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are occasionally evident.</td>
<td>Acceptable, measurable and appropriate achievement goals for student learning progress that are based on baseline data are not evident.</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Documentation of the progress of each student throughout the year is consistently evident. Additionally, there is evidence students are involved in the documentation process.</td>
<td>Documentation of the progress of each student throughout the year is consistently evident.</td>
<td>Documentation of the progress of each student throughout the year is occasionally evident.</td>
<td>Documentation of the progress of each student throughout the year is not evident.</td>
</tr>
<tr>
<td><strong>Use of Data</strong></td>
<td>Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is consistently evident. Additionally, there is evidence that students are involved in using data to improve achievement.</td>
<td>Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is consistently evident.</td>
<td>Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is occasionally evident.</td>
<td>Use of performance outcome data to continually document and communicate student academic progress and to develop interim learning targets is not evident.</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Multiple data sources showing that achievement goals have been met are consistently evident. Additionally, there is evidence that students are involved in the process.</td>
<td>Multiple data sources showing that achievement goals have been met are consistently evident.</td>
<td>Multiple data sources showing that achievement goals have been met are occasionally evident.</td>
<td>Multiple data sources showing that achievement goals have been met are not evident.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average Score:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Research shows clearly that a person must be engaged to learn. People learn by actively participating in observing, speaking, writing, listening, thinking, drawing, and doing. Learning is enhanced when a person sees potential implications, applications, and benefits to others. Learning builds on current understanding (including misconceptions!).
Evaluation Summary

Teacher’s name: __________________________________________ School year: ________________
School: _______________________________ Subject area: ____________________
Evaluator: ________________________________________________ Position: ____________________

RATINGS ON INDIVIDUAL RUBRICS:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Score</th>
<th>Multiplier</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Standard 1: Professional Knowledge</td>
<td></td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 2: Instructional Planning</td>
<td></td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 3: Instructional Delivery</td>
<td></td>
<td>.20</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 4: Assessment of &amp; for Student Learning</td>
<td></td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 5: Learning Environment</td>
<td></td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 6: Professionalism</td>
<td></td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>Performance Standard 7: Student Academic Progress</td>
<td></td>
<td>.40</td>
<td></td>
</tr>
</tbody>
</table>

Added Summative Total: __________

OVERALL SUMMATIVE Rating:

- Highly Effective: 3.5 – 4.0
- Effective: 2.5 – 3.4
- Needs Improvement: 1.6 – 2.4
- Unacceptable: 1.0 – 1.5

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

_______________  _______________
Teacher’s Name  Teacher’s Signature  Date

_______________  _______________
Observer’s Name  Observer’s Signature  Date

(The teacher’s signature indicates that he or she has seen & discussed the evaluation; it does not necessarily denote agreement with the report.)

A review of this summative assessment by a central office administrator can be requested in writing if two or more standards are rated “needs improvement” or lower. This written request should be submitted to your principal within five (5) working days after receiving this assessment who will forward to their level supervisor.
PERFORMANCE IMPROVEMENT PLAN

If a teacher’s performance does not meet the expectations established by the performance standards, the teacher will 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. A Performance Improvement Plan may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan is implemented if one of the following scenarios occurs:

- two or more performance standards on the interim report are “not evident;”
- a rating of “Needs Improvement” on two or more performance standards on the summative report; or
- a rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable” on the summative report.

Implementation of Performance Improvement Plan

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

a) provide written notification to the teacher of the area(s) of concern that need(s) to be addressed within five (5) working days of the interim or summative evaluation conference;
b) formulate a Performance Improvement Plan in conjunction with the teacher; and
c) review the results of the Performance Improvement Plan with the teacher within established timelines.

Assistance may include:

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

*(Required for a Teacher Placed on a Performance Improvement Plan)*

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year</th>
<th>Grade/Subject</th>
<th>School</th>
<th>Evaluator</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Resources/Assistance Provided; Activities to be Completed by the Employee</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Teacher’s Name**  
**Teacher’s Signature**  
**Date**

**Observer’s Name**  
**Observer’s Signature**  
**Date**

(The teacher’s signature denotes receipt of this form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.)
## Performance Improvement Plan Assessment

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Subject</td>
<td>School</td>
</tr>
<tr>
<td>Evaluator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- Progress has been made toward correction of identified deficiencies, but additional correction is needed. The teacher will continue to be on a *Performance Improvement Plan* until all performance deficiencies have been satisfactorily corrected.
- The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

---

*Teacher’s Name*  
*Teacher’s Signature*  
*Date Reviewed*

*Observer’s Name*  
*Observer’s Signature*  
*Date Reviewed*

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