

*NORTHAMPTON  
COUNTY SCHOOLS  
TEACHER  
PERFORMANCE  
EVALUATION  
SYSTEM*



**Inspiring  
learners for life  
through  
achievement  
and success!**

## ACKNOWLEDGMENTS

We wish to thank the team who dedicated their time to assist with the development of our teacher evaluation process. Members of the committee included:

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# PART I: INTRODUCTION AND PROCESS

## INTRODUCTION

The *Northampton County Public Schools Teacher Performance Evaluation System* uses the Virginia Uniform Performance Standards for Teacher Evaluation developed by the Virginia Department of Education and Dr. James Stronge.

The *Teacher Performance Evaluation System* provides a balance between structure and flexibility. It defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

### Purposes

The primary purposes of Teacher Performance Evaluation System are to:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Northampton County Public Schools,
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

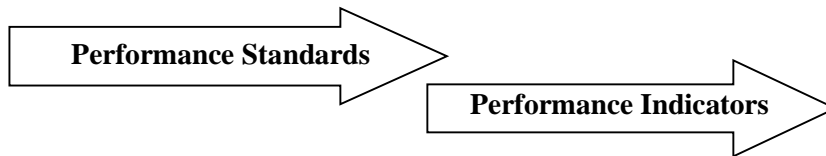
The distinguishing characteristics of *TEACHER PERFORMANCE EVALUATION SYSTEM* are:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

## IDENTIFYING TEACHER PERFORMANCE STANDARDS

The new Teacher Performance Evaluation System clearly outlines the professional responsibilities of the teacher. It provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach.



### Performance Standards

Performance standards reflect the major duties teachers are expected to perform. There are seven performance standards.

#### Performance Standard 1: Professional Knowledge

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

#### Performance Standard 2: Instructional Planning

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

#### Performance Standard 3: Instructional Delivery

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

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

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

#### Performance Standard 5: Learning Environment

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

#### Performance Standard 6: Professionalism

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

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*The code of Virginia requires that evaluations be consistent with the Uniform Performance Standards. School divisions may make minor modifications to the standard names and wording if they maintain VDOE's intent.*

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

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

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*The Code of Virginia requires the use of Observation and Measures of Academic Progress. Northampton will include goal setting, portfolios, and student surveys as other data sources.*

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### **Performance Indicators**

Performance indicators provide examples of observable, tangible behaviors. The performance indicators are *examples* of the types of behaviors that will occur if a standard is being successfully met. ***The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.***

Figure 1 illustrates, performance indicators for the Instructional Delivery standard.

Figure 1: *Sample of Performance Standard and Indicators*

<p><b>Performance Standard 3: Instructional Delivery</b> <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>
<p><b>Sample Performance Indicators</b> <i>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</i></p> <ul style="list-style-type: none"><li>3.1 Objective is posted and written in student friendly language.</li><li>3.2 Communicates what students are going to learn, how it will be learned, and why it is important.</li><li>3.3 Lessons begin with a review of previous learning, a connection to student experiences, or to students' prior knowledge. (Hook)</li><li>3.4 Uses a variety of effective instructional strategies and resources.</li><li>3.5 Instructional content reinforces learning goals consistently throughout lesson.</li><li>3.6 Activities are chunked in developmentally/subject appropriate amounts to hold students' attention.</li><li>3.7 Instructional pacing is brisk and engaging.</li><li>3.8 Checks for understanding.</li><li>3.9 A system exists to ensure that all students participate.</li><li>3.10 Engages all students and maintains students in active learning.</li></ul>

The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level, but at the performance standard level.***

## DOCUMENTING PERFORMANCE

Multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 2 provide accurate feedback on teacher performance.

Figure 2: *Data Sources for Teachers*

<b>Data Source</b>	<b>Definition</b>
<b>Goal Setting for Student Progress</b>	<p>Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains.</p> <p>Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.</p>
<b>Observations</b>	<p>Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by February 15<sup>th</sup>.</p> <p>Teachers employed under a continuing contract will be observed at least once 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 50 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.</p>
<b>Teacher Portfolio</b>	<p>The professional portfolio is an organized collection of work that demonstrates the educator’s skills, talents, and accomplishments for the evaluation cycle. It contains a broad and comprehensive collection of material that demonstrates professional competence toward meeting division teaching standards.</p>
<b>Student Surveys</b>	<p>Two student surveys will be conducted annually. A summary of the results will be shared during the summative review process. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.</p>
<b>Student Growth</b>	



## Student Academic Progress

Student growth is a significant component of this evaluation model. ***Student growth accounts for 40% of your summative evaluation.*** There are three key points to consider in this model:

1. Twenty (20) percent of the evaluation is based on student growth as determined from the **Virginia state growth measure**, student growth percentiles, when the data are available and can be used appropriately.
2. Twenty (20) percent of the evaluation will be measured using one or more alternative measures with evidence that the alternative measure is valid. It must be grounded in validated, quantitative measures and must be tools already being used within the school.
3. *Less than 30 percent of teachers will have a direct measure of student progress based on Standards of Learning assessment, and as a result there must be additional measures for the remaining 70 percent of teachers. The measures selected for use must be quantitative, reliable and valid measures that capture student growth.*

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20% - Student Growth  
20% - Alternate Measure  
of student Growth

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## Student Percentile Growth Scores

The ***student growth percentile (SGP)*** methodology will be used to determine student growth. The model is defined in the following ways:

1. The SGP statistical model uses multiple years of student data from the Standards of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs.
2. The SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history.

Student progress made is based on where the student started – regardless of whether they started as low, moderate, or high achieving students.

3. SGPs provide student-level progress information for students at all achievement levels.
4. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores).
5. The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations, no matter the scores they earned on

past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.<sup>a</sup>

6. SGPs describe the percentile for *change in achievement*, not absolute achievement.
7. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's *SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test*.

**Example:** *A student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores.*

By taking account of where students start, comparing students to students with similar achievement histories (or academic peers), the SGP provides a measure on which students, regardless of achievement levels, have equal potential to demonstrate relatively high or relatively low growth each year.

Thus, in practice, it is important to understand that:

- Low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.
- High-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.<sup>b</sup>

The combination of SGPs and proficiency data provide information about the amount of growth – and effort needed – for students to meet their SOL achievement goals in the future. The growth data can provide information about what growth percentile is required for each student to:

- continue to perform at current proficiency levels over time (e.g., what growth percentile is necessary for students who score at the advanced proficiency level to maintain this higher achievement level as they progress through school?).
- increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).

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<sup>a</sup> In the initial statistical models, based on SOL data from 2006 through 2009, elementary school students who earned high advanced proficient scores for two consecutive years were not evenly distributed across the scale. However, all students who were impacted by this finding have documented growth that is, at minimum, on the high end of the scale from 1 through 99. This finding is unlikely to have a significant impact when SGPs are used as an indicator of student progress in teacher performance evaluation, because these students' progress will be documented as being high. This finding, representing a ceiling effect in certain assessments, is explained in more detail in the technical documentation VDOE developed on student growth percentiles. Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.

<sup>b</sup> As of June 2011, VDOE will remove students who score 600 on two consecutive tests from the SGP calculations.

- decrease a proficiency level (e.g., what growth percentile score will result in students dropping down a proficiency level in coming years?).

Because SGPs are percentiles, expressing the growth necessary to reach/maintain a desired level of achievement also indicates the likelihood that this level of achievement will occur. That is, the growth percentile data provide information that indicates whether a particular outcome (e.g., reaching proficient or advanced proficient achievement levels) has a low, moderate, or high likelihood of occurring, given similar conditions moving forward. This information is valuable in helping stakeholders understand how to set ambitious, yet reasonable, achievement goals for students.

On behalf of the Virginia Department of Education, the National Center for the Improvement of Educational Assessment developed statistical models that produce SGPs for Virginia’s public school students who:

- participated in Standards of Learning (SOL) assessments in grades 4 through 8 in reading;
- participated in SOL assessments in grades 4 through 8 and Algebra I in mathematics;
- have two or more SOL assessment scores from the prior year on a regular (not alternative) assessment in the appropriate content area; and
- were assessed in the spring administration.

### **Appropriate Use of Student Growth Percentile Data**

1. Student Growth Percentiles should be used only when there are two or more years of data available for review and consideration.
2. Data considered should be based on at least 40 students.
3. Data used must be representative of students taught.

### **Applying SGPs to Teacher Performance**

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately.

- Median growth percentiles should be used as one indicator of student progress, to satisfy Standard 7.
- The median SGP can be interpreted in the following way:
  - Half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value, and
  - Half of the students in the group showed relative growth that was at or below the SGP value.

*For example:* When a teacher’s median student growth percentile is 65, this indicates that half of this teacher’s students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in

Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past).

- The median will adequately represent the typical amount of growth students in a group have made during the most recent academic year.
- However, teachers and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply.

*For example:* Teachers’ growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7 (see Table 1). Table 2 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers’ performance evaluation.

Table 1: *Median Growth Percentiles Used in Teacher Performance Evaluation*

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth
> 65	The majority of students demonstrated high growth

Table 2: *Recommendations for use of Student Growth Percentiles in Teacher Performance Evaluation*

Instructional Personnel	Application of student growth percentiles	Other growth measures
<b>TIER I:</b> Teachers of reading and mathematics for whom student growth percentiles are available (4-8 English/Math / Algebra 1)	20% of the total evaluation based on median growth percentile when: <ul style="list-style-type: none"> <li>• <b>data from at least 40 students are available, possibly from multiple years;</b></li> <li>• data from students are representative of students taught<sup>c</sup>; and</li> <li>• <b>data from at least two years</b> are available; three years should be reviewed whenever possible.</li> </ul>	20% of the total evaluation based on other growth measures. <ul style="list-style-type: none"> <li>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.</li> <li>• Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).</li> </ul>

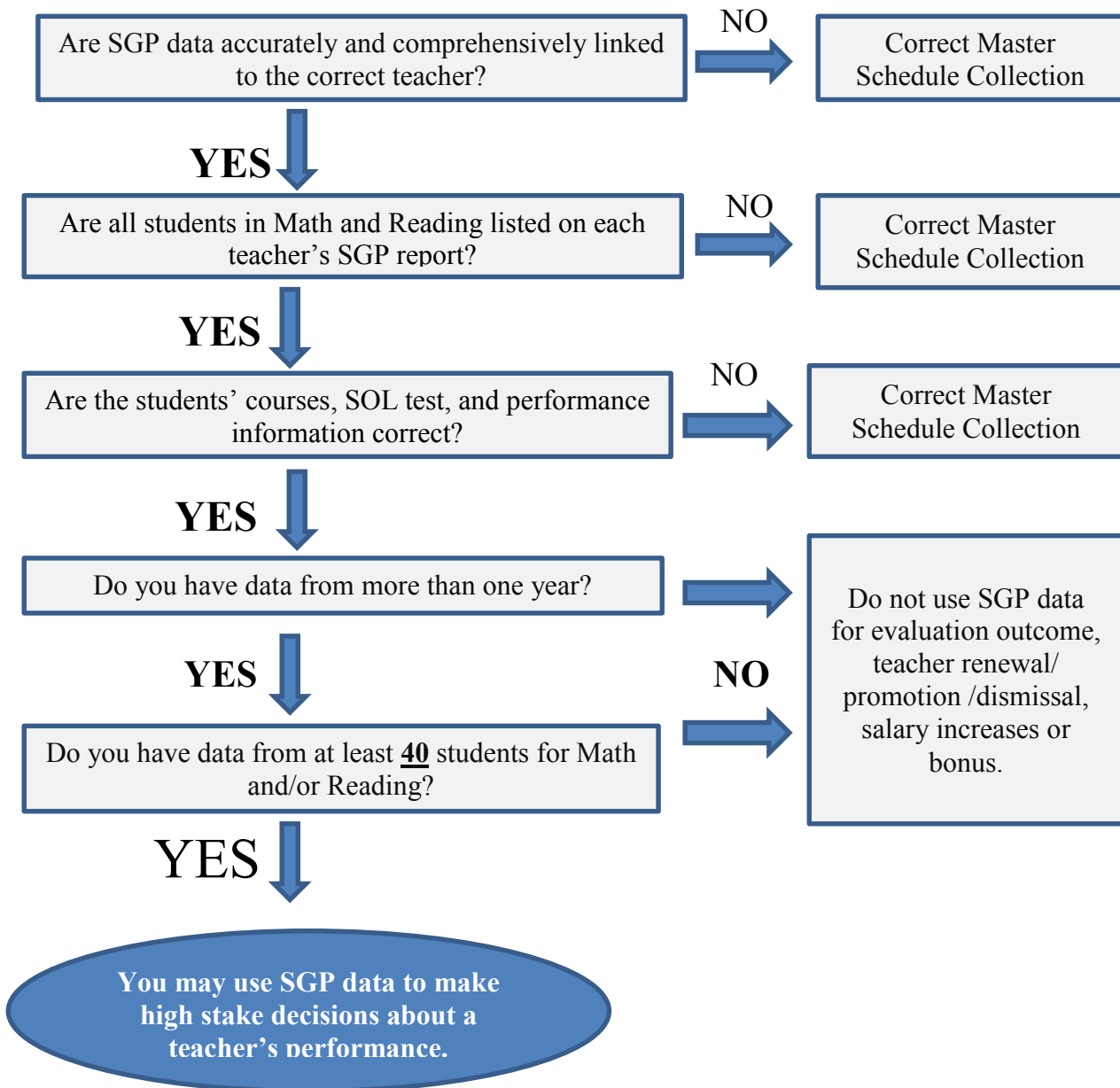
<sup>c</sup> Teachers and administrators need to determine the applicability of student growth percentiles to the evaluation of teachers who teach disproportionately large numbers of students who participate in alternative assessments or who have a significant number of students who transferred into their classroom from out of state or late in the school year. In most of these situations, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.

## When to Include SGP Data in Teacher Performance Evaluation

Student growth performance data should be considered when the following steps are performed:

1. Conduct preparatory steps to decide if it is appropriate to consider use of student growth percentile data.
2. Summarize SGP data for multiple years and content areas.
3. Apply SGP implementation checklist to each year and content area.
4. Synthesize SGP ratings over multiple years and content; apply information.

### Preparatory Steps to Determine Appropriateness of Using SGP Data



## Goal Setting for Student Achievement<sup>d</sup>

Teachers will set goals linked to student achievement to improve instructional outcomes for students. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. ***Student Achievement Goal Setting<sup>e</sup> is designed to improve student learning.***

For many teachers, measures of student performance can be directly documented. A value-added – or gain score – approach can be used that documents their influence on student learning.

Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

### The Intent of Student Achievement Goal Setting

The purposes of goal setting include focusing attention on students and on instructional improvement. Teachers must:

1. determine the baseline performance of their students,
2. develop strategies for improvement; and
3. assess 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, and
- increase student achievement.<sup>1</sup>

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<sup>d</sup> Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge and Stronge, J. H. & Grant, L.W. (2009). Adapted with permission.

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## Observations

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*Observations are one of the required data sources for teacher evaluation.*

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Improving student achievement and learning is the single most important objective for all staff employed in Northampton County Schools. The teacher evaluation system promotes the regular and ongoing observation and evaluation of the instructional environment and the instructional performance of teachers in these environments.

*Multiple measures* of evidence will help administrators accurately and consistently evaluate the instructional performance of our teachers. The following measures of evidence will be used to help determine the level of instructional effectiveness occurring within our classrooms.

- Formal and informal observations,
- Walk-through observations,
- Pre and post conferences,
- Ongoing and thorough reviews of lesson plans,
- Portfolios and summative evaluations

Student and parent surveys will be used to help provide classroom teachers with information that will assist them in setting goals for continuous instructional improvement.

## Roles & Responsibilities

### Principals and Assistant Principals

- The building administrator has the ultimate responsibility for ensuring that the TEACHER PERFORMANCE EVALUATION SYSTEM is executed faithfully and effectively in the school.
- To clearly and concisely communicate the instructional expectations,
- To introduce and explain to staff at the beginning of each school year, the observation process (*preferably during the first instructional staff meeting during the teacher pre-service week*)

### Observation Schedule

- The evaluation of teachers will **begin** early in September and will be frequent and ongoing throughout the school year.
- A monthly schedule of walk through observations and formal observations will be submitted.
- Teacher observation results will be used to plan individualized and division professional development, using PD360 and other PD opportunities hosted in the division and/or outside the division.

## Guidelines for Teacher Observations

### Formal observations

- Will be conducted of teachers who are **presenting a lesson** to or interacting with students.
- ***The length of formal observations will be no less than the duration of a full instructional period.***
- These observations can be either announced or unannounced.

Formal observations are guided by the following criteria:

### Probationary Teachers

- Probationary teachers will receive a minimum of three (3) formal classroom observations yearly, until continuing contract status is acquired.
- The first instructional observation for a Probationary teacher should occur within the first 30 school days of the year.
- ***For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback.*** Formal classroom observations shall include a follow-up conference with the teacher for the purpose of providing feedback about what was observed, identifying deficiencies and extending assistance for corrective actions as needed.
- This follow-up conference must occur within 3 school days following each formal observation.
- A copy of the observation report shall be presented to the teacher (*if written*) at least one (1) day before any conference to discuss it is set.
- The principal shall maintain a copy of the teacher's observation for the entire evaluation cycle to document and compare the professional growth and development of the teacher.
- The teacher's signature is required on all formal classroom observations.
- At midyear (*January*), a conference must be held with Probationary teachers to discuss the teacher's performance and development based on earlier formal and informal observations, walk-through observations, and observations from other professional settings. Document this meeting using the *Teacher Interim Performance Report*.
- All conversation must focus on the seven Uniform Performance Standards and will assess the teacher's performance to date.

### Continuing Contract Teachers

- Observations for continuing contract teachers will begin no later than November 1 of each school year unless the teacher begins the year on a plan of improvement.
- Tenured teachers will receive a minimum of two formal classroom observations yearly.
- ***For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback.*** Formal classroom observations shall include a follow-up conference with the teacher for the purpose of identifying deficiencies, and extending assistance for corrective actions.



- This follow-up conference must be conducted within **3** school days after the formal observation has occurred.
- A copy of the observation report shall be presented to the teacher (*if written/submitted for teacher review if electronic*) at least one (1) day before any conference to discuss it is set.
- The principal shall maintain a copy of the teacher observation for the entire evaluation cycle to document professional growth and development of the teacher.
- The teacher's signature is required on all formal classroom observations.
- In February of each year, continuing contract teachers on *Performance Improvement Plans* will meet with building administrators to complete the *Teacher Interim Performance Report*.
- The conversation during the interim performance conference will focus on the seven standards and will assess the teacher's performance to date.

### **Walk Through Observations**

Teachers in Northampton will be observed frequently throughout the year by the administrative staff. Administrators will use these informal observations to watch the teacher in action as he or she interacts in a variety of settings. It is designed to encourage dialog between the administrator and the teacher and should be an informal way to support the good things happening in a classroom and in other non-instructional settings.

Like formal observations, informal observations can be previously agreed upon, or unannounced. As well, informal classroom observations will be followed by a conference where the observed teacher can discuss his or her style, shortcomings and the students' achievements.

### **Guidelines to follow when conducting informal observations:**

- ***Informal observations must be frequent and ongoing conducted throughout the school year.***
- ***Observations should last approximately 10 – 15 minutes***
- ***Informal observations can occur at the beginning, middle or end of the period***
- ***Informal observations can occur at any time during the school day***
- Informal observations can occur in teaching and non-teaching settings (*i.e., faculty meetings, IEP meetings, eligibility meetings, committee meetings, data meetings, grade level meetings*).
- The focus of an informal observation is on specific, factual descriptions of performance.
- At least one informal classroom observation should focus exclusively on evidence of student learning/ formative assessment practices.

## Teacher Documentation Log

The purpose of the *Teacher Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. ***There are seven items required in the Teacher Documentation Log for NCPS:***

1. *Cover Sheet – for each item included in the document log,*
2. *Student Progress Goal Setting Form, and*
3. *Parent Communication Log*
4. Evidence of Professional Development,
5. Record of Extracurricular Activities,
6. Evidence of Assessment for Learning, and
7. Other documents related to the Teacher Evaluation Standards.

These documents provide information not likely received in an observation. 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.

**Note:** *Documentation is not required for all performance standards as other data sources may be used.*

### Administrator Responsibility

1. Administrators and evaluators review the documentation log annually.
2. Teachers in their probationary period will meet with administrators and/or evaluators to review their documentation log by the end of the first semester.
3. The *Teacher Documentation Log* should be available at the request of the administrator and/or evaluator.

### Additional Clarification of the 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),
- must 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.

***A Documentation Log is NOT:***

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 3: *Sample Items in a Documentation Log*

<b>Standards</b>	<b>Required Item</b>	<b>Examples of Evidence</b>
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>
<b>Standards</b>	<b>Required Item</b>	<b>Examples of Evidence</b>
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Sample lesson or unit plan</li> <li>○ Course syllabus</li> <li>○ Intervention plan</li> <li>○ Substitute lesson plan</li> <li>○ Annotated learning objectives</li> </ul>
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	Can include: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>○ Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>○ Copy of scoring rubrics</li> <li>○ Photographs or photocopies of student work with written comments</li> <li>○ Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>○ Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>○ Copy of students' journals of self-reflection and self-monitoring</li> </ul>
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>

Standards	Required Item	Examples of Evidence
6. Professionalism	Evidence of :  *Commitment to professional growth  *Parent Communication Log	Can include: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>○ Copy of classroom newsletter or other parent information documents</li> <li>○ Sample copy of interim reports</li> </ul>
7. Student Academic Progress	*Student Progress Goal Setting Form	<ul style="list-style-type: none"> <li>• Student Achievement Goal Setting Document – Revised at midterm and end of year</li> <li>• CTE Competencies</li> <li>• CTE Certification Assessments</li> <li>• Band Competition Performance Ratings</li> <li>• All Shore – All District – All State Band Participation</li> <li>• Number of Art Competitions and Ratings</li> <li>• Presidential Physical Fitness Award</li> <li>• Benchmark Assessments</li> <li>• IStation Data</li> <li>• AP Exam</li> <li>• eEvaluate Student Data</li> <li>• SOL Data</li> </ul>

## Student Surveys

Student survey will be collected as a means to help teachers reflect on their practice (i.e., for formative evaluation). Student surveys will be used 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.

There are four different versions of the student survey to reflect developmental differences in students.

- Teachers of grades K-8 administer the survey to the entire class.
- Departmentalized teachers should administer surveys to at least two classes.
- Teachers of grades 9-12 administer the surveys to at least two classes per semester if operating on a block schedule.
- The teacher retains sole access to the results of the student surveys.
- Each teacher will be given an access code that their students must enter when taking the online survey.
- Teachers will use this access code to access their results of this survey.
- The teacher may choose to include a summary of the survey data in the *Documentation Log*. (See Part III – Student Survey Summary Form).

## Snapshot of Performance Standards with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 4 shows the alignment of performance standard by data source.

Figure 4: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Teacher Documentation Log	Student Growth Percentiles and/or Goal Setting	Observations	Student Surveys
1. Professional Knowledge	/	/	X	/
2. Instructional Planning		/	X	/
3. Instructional Delivery		/	X	/
4. Assessment of and for Student Learning	X	/	/	
5. Learning Environment			X	/
6. Professionalism	X		/	/
7. Student Academic Progress		X		/
X indicates a strong relationship		/ indicates a relationship		

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III).

## Evaluation Schedule

Summative evaluations are to be completed prior to the last week of school. Figure 5 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations and goal setting.

## Teachers New to Northampton County Public Schools

All probationary teachers will receive a summative evaluation at the end of each school year. Probationary teachers will also receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards.

## **Teachers on Continuing Contract (Veteran Teachers)**

All teachers on continuing contract will receive a summative evaluation annually. Unannounced observations, student surveys, and Goal Setting for Student Progress are done yearly for all teachers, regardless. Announced observations are done yearly for new teachers for the first three years, and every third year for veteran teachers. *Documentation Logs* are considered to be a work in progress and are ongoing.

## **Documentation Records**

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among Northampton County Public Schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Form(s), and Summative Evaluation Form at the school/worksite.

Figure 5: *TEACHER PERFORMANCE EVALUATION SYSTEM* Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1 <sup>st</sup> Month	Establish student progress goal ( <i>all teachers</i> )	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before the end of the 1 <sup>st</sup> Quarter	Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
Before the end of the 2 <sup>nd</sup> Quarter	Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	✓	
Before end of the 1 <sup>st</sup> Semester	<ul style="list-style-type: none"> <li>• Summary of Student Survey Feedback (all probationary and continuing contract teachers)</li> </ul>	<i>Student Surveys and Student Survey Summary Form</i>		✓
Mid-year	<ul style="list-style-type: none"> <li>• Mid-year review of student progress goal (all probationary and continuing contract teachers).</li> <li>• Probationary teachers will review documentation log</li> <li>• Interim performance evaluation of probationary teachers</li> </ul>	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i> <i>Interim Performance Report</i>	✓ ✓ ✓	✓ ✓
During the 2 <sup>nd</sup> Semester	Observation (all probationary and continuing contract teachers)	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal and documentation log (all probationary and continuing contract teachers in their summative evaluation year)	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	✓ ✓	✓ ✓
Before Last Week of School	<ul style="list-style-type: none"> <li>• Submission of end-of-year review of student progress goal.</li> <li>• Review documentation log</li> <li>• Interim performance evaluation.</li> <li>• Summative evaluation.</li> </ul>	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i> <i>Teacher Interim Performance Report</i> <i>Teacher Summative Evaluation Form</i>	✓ ✓ ✓ ✓	✓ ✓

## MAKING SUMMATIVE DECISIONS

To make decisions about the job performance of teachers during the summative evaluation process, two items must be considered:

1. The performance standards, and
2. The documentation of the actual performance of the standards (observations, goal setting, *Teacher Documentation Log*).
3. The performance appraisal rubric and performance indicators provide a description of the teacher performance standards.

### Definitions of Ratings

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

Figure 6: *Definitions of Terms Used in Rating Scale*

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



## Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation:

- (a) The sample performance indicators, and
- (b) The performance rubric.

### Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on *Identifying Teacher Performance Standards* (p. 7). Examples of performance indicators for each performance standard can be found in Part II.

### Performance Rubric

A performance rubric is provided for each of the seven standards (see Figure 7). Part II of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. **Note: The rating of “proficient” is the expected level of performance.**

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

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

Figure 7: *Sample Rubric of Teacher Performance (Standard 5: Learning Environment)*

<b>Exemplary (4)</b>	<b>Proficient (3)</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Figure 8: *Sample Standard Weighting*

<b>Teacher Performance Standard</b>	<b>Percentage Contribution to the Summative Rating</b>
Standard 1	10%
Standard 2	10%
Standard 3	10%
Standard 4	10%
Standard 5	10%
Standard 6	10%
Standard 7	40%

Figure 9: *Weighting Example*

<b>Teacher Performance Standards</b>	<b>Performance Rating</b>	<b>Quantified Performance Rating</b>	<b>Weighting</b>	<b>Weighted Contribution (quantified performance x weight)</b>
Standard 1	Proficient	3	1	3
Standard 2	Proficient	3	1	3
Standard 3	Proficient	3	1	3
Standard 4	Proficient	3	1	3
Standard 5	Proficient	3	1	3
Standard 6	Exemplary	4	1	4
Standard 7	Proficient	3	4	12
<b>Summative Rating (sum of weighted contribution)</b>				<b>31</b>

## Evaluating Standard 7 Single Summative Rating

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

The overall summative rating will be judged “exemplary”, “proficient”, “developing/needs improvement” or “unacceptable.”

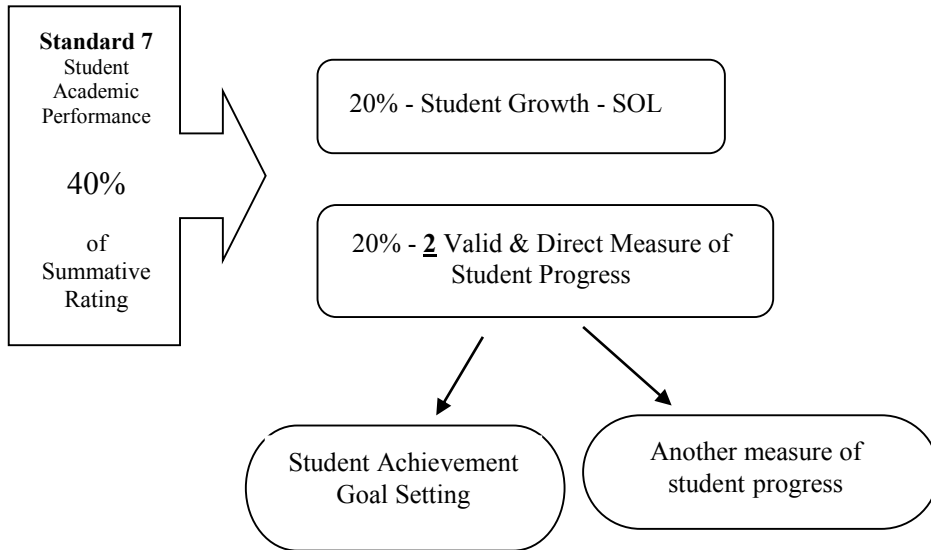
1. If the employee has an “unacceptable” rating on one or more of the seven performance standards, the individual may receive an overall performance rating of “unacceptable.”
2. If the employee has three or more “needs improvement” ratings from among the seven performance standards, the individual will be rated as “unacceptable.”

**Figure 10: Overall Rating**

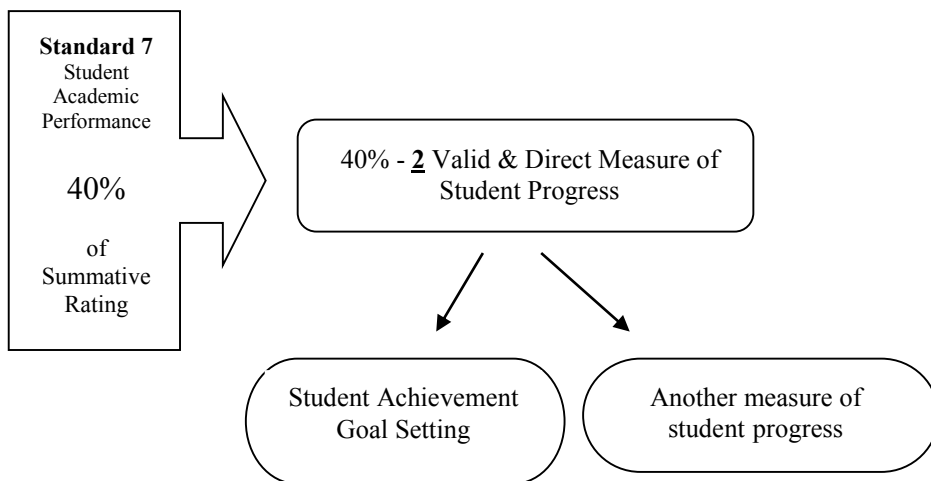
Total Points	Overall Rating
10 – 19	Unacceptable
20 – 25	Developing/Needs Improvement
26 – 34	Proficient
35 – 40	Exemplary
<p><b>Regardless of overall total points earned:</b></p> <ul style="list-style-type: none"> <li>• Three or more “developing/needs improvement” ratings on individual performance standards will result in an overall DEVELOPING/NEEDS IMPROVEMENT or UNACCEPTABLE</li> <li>• One “unacceptable” rating on any one performance standard may result in an overall UNACCEPTABLE</li> </ul>	

## Decision Rules for Standard 7: Student Academic Progress

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that measures other than student growth percentiles be used as **one measure of student academic progress, when data are available and appropriate**. These guidelines also recommend the use of at least two valid and direct measures of student academic progress. Student achievement goal setting is recommended as a process to include other measures of student progress.



### Non SOL Teachers

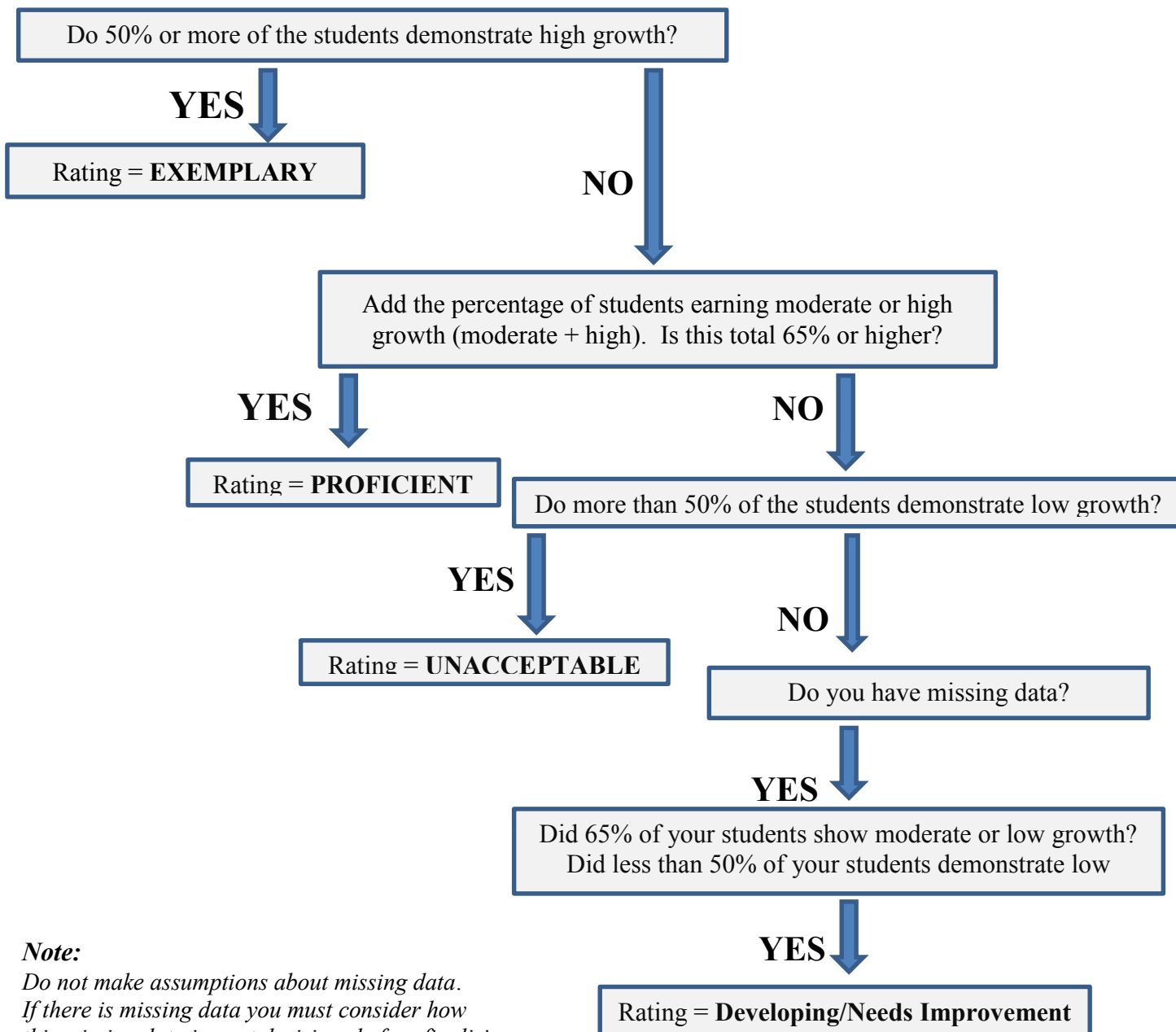


## Using Student Growth Percentiles to Make Decisions

Student growth percentile data must meet criteria under preparatory steps to be used in evaluation or for any high stakes decisions.

The checklist below should be applied to each year of data separately and to data totals over two or more years. Teachers who teach both reading and math should apply the checklist to SGP data separately for each content area.

### Application of Student Growth Percentile Checklist



**Note:**

*Do not make assumptions about missing data. If there is missing data you must consider how this missing data impact decisions before finalizing.*

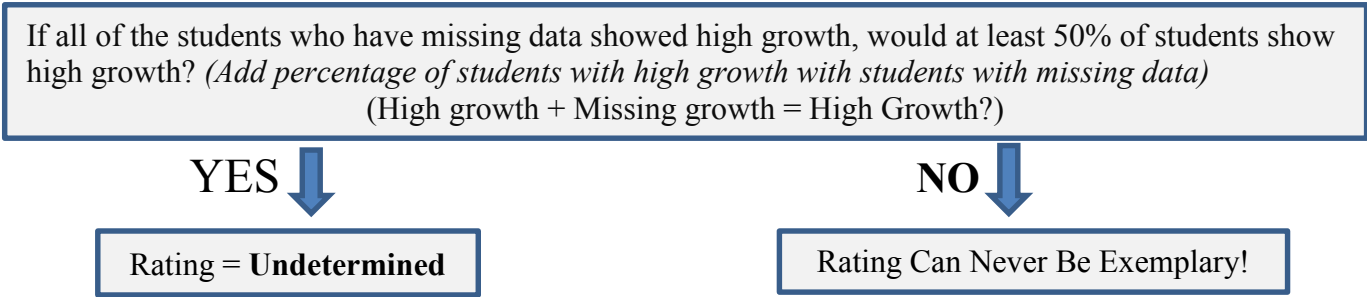
## Evaluating Standard 7

Rating on Standard 7 <i>(Student Academic Progress)</i>	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
<b>Student Growth Percentiles</b>	More than 50% of students show high growth and no more than 10% show low growth	At least 65% of students show moderate to high growth.	No more than 50% of students show low growth.	More than 50% of students show low growth.
<b>Student Achievement Goal Setting</b>	Exceed Goal $\geq 50\%$  Meet Goal $\geq 40\%$  Did not Meet Goal $< 10\%$	Exceed and/or Meet Goal $\geq 80\%$  Did not Meet Goal $< 20\%$	Exceed and/or Meet Goal $> 50\%$  Did not Meet Goal = 21% - 49%	Exceed and/or Meet Goal $\leq 50\%$  Did not Meet Goal $\geq 50\%$
<b>Other Measures</b>	Other indicators of student achievement/ progress indicate exemplary student performance.	Other indicators of student achievement/ progress indicate on-target student performance.	Other indicators of student achievement/ progress indicate inconsistent student performance.	Other indicators of student achievement/ progress indicate overall low student performance.

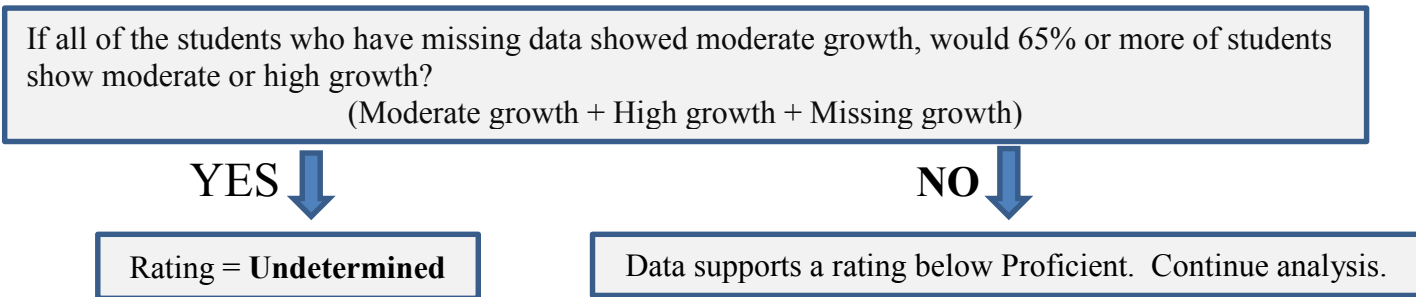
\*\*SGPs can be considered a relative growth score in that it compares students across the state; Student Achievement Goal Setting can be considered an absolute measure in that it measures growth against a defined level.

### Making Decisions When Data Is Missing In The SGP File

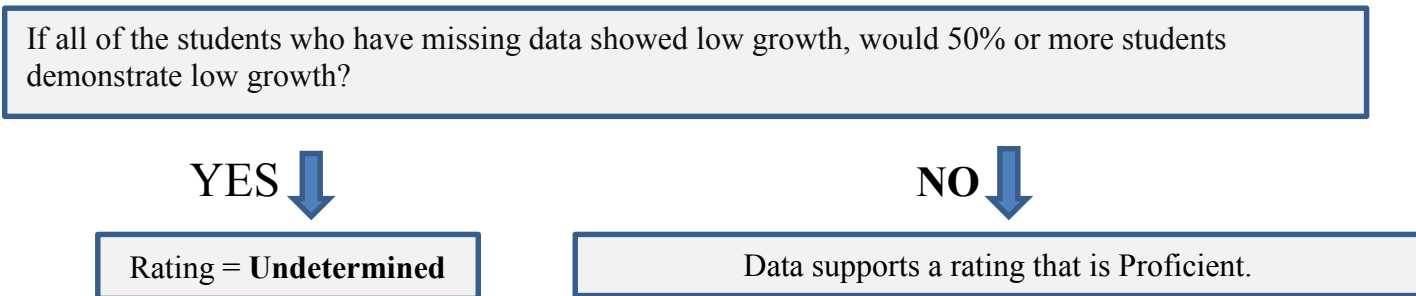
A.



B.



C.



**Key to Answers:**

A = No & C = No  
A = No & B = No & C = Yes

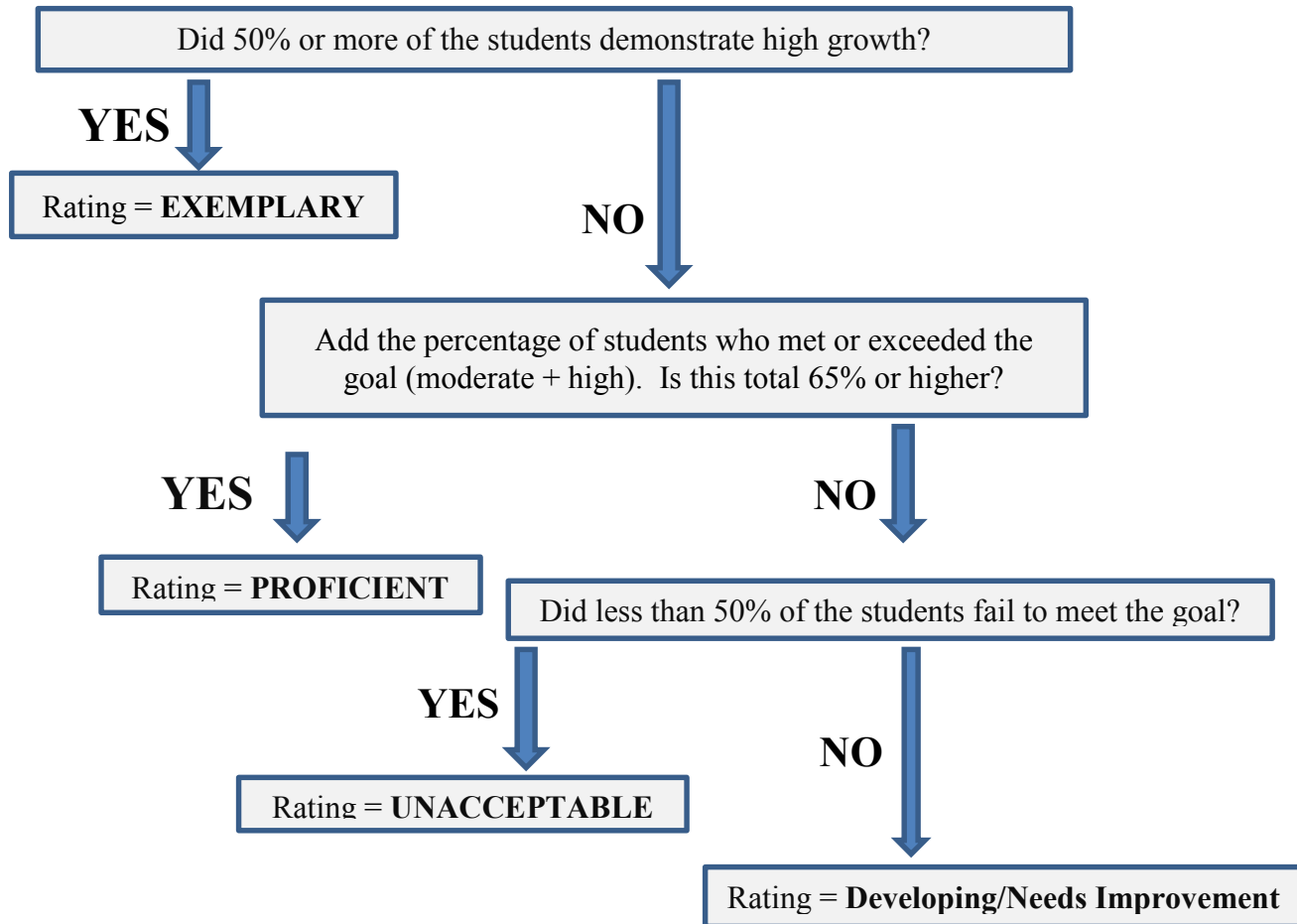
**The Teacher’s Rating Must Be:**

Proficient **OR** Developing/Needs Improvement  
Developing/Needs Improvement

## Using Student Achievement Goal Setting for Teacher Performance Evaluation

- 1) Teachers collect baseline data through a pre-assessment.
- 2) Teachers set a goal for student academic progress.
- 3) At the end of the year, determine if the goal has been attained.
- 4) Teachers must provide evidence/data to support goal attainment.

### Checklist for Student achievement Goal Setting





## **Timeline for Completing Summative Evaluation**

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

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

## IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in TEACHER PERFORMANCE EVALUATION SYSTEM that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “unacceptable” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 8 shows the differences between the two processes.

Figure 8: *Two Tools to Increase Professional Performance*

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

\*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

## Support Dialogue

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

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

### ***Sample Prompts for the Initial Conversation***

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

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

What supports can I or others at the school/worksite provide you?

### ***Sample Prompts for the Follow-Up Conversation***

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

What has not gone as well?

## Performance Improvement Plan

If the instructional performance of a teacher does not meet the expectations established by the school, the teacher must be placed on a *Performance Improvement Plan*. The primary goal of the *Performance Improvement Plan* is to support the teacher in addressing areas of concern through targeted supervision and additional resources.

### **Deciding to Place a Teacher on a Performance Improvement Plan**

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. A teacher who receives two or more “Not Evident” ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- A rating of “Developing/Needs Improvement” on **two or more** performance standards, or

- A rating of “Unacceptable” on **one or more** performance standards or an overall rating of “Unacceptable.”
- An overall rating of “unacceptable” may result in a recommendation for nonrenewal or dismissal.

The Plan should detail what those skills will be and what is considered satisfactory performance.

Use the following list to help create appropriate *Performance Improvement Plan*:

- Identify the specific instructional behavior(s) to be addressed and changed (*based on the seven standards and their indicators*).
  - What does the teacher have to change?
  - What evidence will demonstrate that the teacher has changed?
- Identify a timeline for accomplishing the objective, with intermediate benchmarks.
- Identify what the teacher agrees to do to make the required change(s).
- Identify who will support the teacher and monitor progress in the change effort.
- Ensure that your monitoring timeline of the teacher is frequent.
- Identify multiple resources to support and help the teacher.

## **Implementation of Performance Improvement Plan**

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- Review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

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

## **Resolution of Performance Improvement Plan**

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

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance*

*Improvement Plan* and is rated “Proficient.”

- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated “Developing/Needs Improvement.”
- Little or no improvement has been achieved; the teacher is rated “Unacceptable” and recommended for nonrenewal.

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

### **Request for Review of an “Unacceptable” Rating**

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

### **Non-renewal Process for a Probationary Teacher**

- If nonrenewal is anticipated for a Probationary teacher, the principal shall collaboratively create a Performance Improvement Plan (PIP).
- This Performance Improvement Plan will provide support through communication, discussion and collaboration in the area (s) of the most significant concern.
- The administrator and teacher will jointly determine the strategies to be taken to overcome the deficiencies, but the primary responsibility for correction of the deficiencies remains with the teacher.
- The administrator and teacher will agree on a mutual timeline to improve any noted deficiencies.
- The administrator and the teacher will agree on the date to conduct a follow-up instructional observation.
- This instructional observation must be conducted no later than March 15<sup>th</sup>.
- After the observation, the administrator will conduct a formal review conference of the Performance Improvement Plan. This review must occur within three days after the follow-up observation.
- No later than February 15<sup>th</sup> of each year, the principal will submit to the Superintendent, the names and supporting documentation (*to include a well documented and comprehensive Performance Improvement Plan*) for teachers recommended for nonrenewal.

- The superintendent and/or his designee will review the recommendation for nonrenewal and the supporting documentation, and will support and/or reject the recommendation for nonrenewal.

### **Guidelines to Follow When Considering Dismissal of a Continuing Contract Teacher**

If a continuing contract teacher is being considered for dismissal due to inadequate instructional performance, the following procedures must be followed:

- The principal shall collaboratively create a *Performance Improvement Plan (PIP)*.
- This *Performance Improvement Plan* must outline clear and specific supports, outline clear and explicit expectations, which administration will discuss with the teacher and collaboratively outline a plan of action for the area(s) of the most significant concern(s).
- The administrator and teacher will jointly determine the strategies to be implemented to overcome the deficiencies, but the primary responsibility for correction of the deficiencies remains with the teacher.
- The administrator must clearly convey what the teacher is expected to do.
- The administrator and teacher will agree on a mutual timeline to improve any identified deficiencies.
- The administrator will conduct weekly instructional observations.
- After all observations, the administrator will conduct a formal review conference of the *Performance Improvement Plan*. This review must occur within three days after the follow-up observation.

# PART II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

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

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

### **Sample Performance Indicators**

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

- 1.1 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.

### **Examples of Evidence**

*Can include:*

- 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

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>2</sup>
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>3</sup>
- Identifies instructional objectives and activities<sup>4</sup> to promote students’ cognitive and developmental growth.<sup>5</sup>



**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.*

**Sample 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.

**Examples of Evidence**

*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

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	<b>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.</b>	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Constructs a blueprint of how to address the curriculum during the instructional time.<sup>6</sup>
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>7</sup>

**Performance Standard 3: Instructional Delivery**

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

**Sample Performance Indicators**

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

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students’ existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students’ needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

**Examples of Evidence**

Can include (but not required):

- Annotated photographs of class activities
- Handouts or sample work
- Video/audio samples of instructional units

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Stays involved with the lesson at all stages.<sup>8</sup>
- Uses a variety of instructional strategies.<sup>9</sup>
- Uses research-based strategies to make instruction student-centered.<sup>10</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>11</sup>

- Uses students' prior knowledge to facilitate student learning.<sup>12</sup>
- Possesses strong communication skills,<sup>13</sup> offering clear explanations and directions.<sup>14</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>15</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>16</sup>

**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.*

**Sample Performance Indicators**

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

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

**Examples of Evidence**

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
- 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

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	<b>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.</b>	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Offers regular, timely, and specific feedback<sup>17</sup> and reinforcement.<sup>18</sup>
- Gives homework and offers feedback on the homework.<sup>19</sup>
- Uses open-ended performance assignments.<sup>20</sup>
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>21</sup>
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>22</sup>

**Performance Standard 5: Learning Environment**

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

**Sample Performance Indicators**

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

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

**Examples of Evidence**

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

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Cares about students as individuals and makes them feel valued.<sup>23</sup>
- Adapts teaching to address student learning styles.<sup>24</sup>
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.<sup>25</sup>
- Is culturally competent.<sup>26</sup>
- Seeks to know about the cultures and communities from which students come.<sup>27</sup>



**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.*

**Standard 6 Sample Performance Indicators**

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

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

**Examples of Evidence**

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

**Performance Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	<b>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.</b>	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

*\*Teachers who are exemplary often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.<sup>28</sup>
- Uses multiple forms of communication between school and home.<sup>29</sup>
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.<sup>30</sup>
- Is culturally competent.<sup>31</sup>
- Seeks to know about the cultures and communities from which students come.<sup>32</sup>

*Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.*

**Performance Standard 7: Student Academic Progress**

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

**Sample Performance Indicators**

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

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 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.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

**Examples of Evidence**

Can include:

- Student Achievement Goal Setting Document – Revised at midterm and end of year
- SOL Performance/Growth Model
- CTE Competencies
- CTE Certification Assessments
- Band Competition Performance Ratings
- # of Band Competition Participated In
- Instrumental Music Festival Participation & Rating
- All Shore – All District – All State Band Participation
- # of Art Competitions and Ratings
- Presidential Physical Fitness Award
- AP Exams
- eEvaluate Assessment
- SOL Data
- Benchmark Assessments
- Istation Data

**Performance of Appraisal Rubric**

<b>Exemplary*</b>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	<b>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</b>	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

\* Teachers who are exemplary often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Knows the students’ abilities and sets realistic goals.<sup>33</sup>
- Raises the achievement levels for all groups of students in the classroom.<sup>34</sup>
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.<sup>35</sup>

# PART III: FORMS AND LOGS

## INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Progress Goal Setting Form*, *Teacher Documentation Log Cover Sheet*, *Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

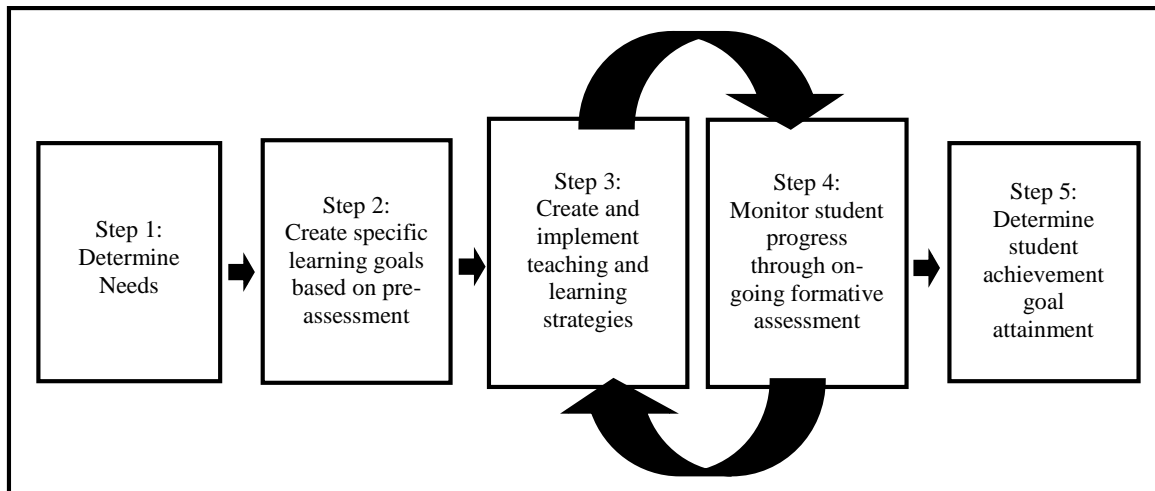
Figure 9: *Items Used as Evidence of Quality Work Performance*

Form	Documentation Completed by	
	<i>Evaluator</i>	<i>Teacher</i>
Goal Setting for Student Progress Form	✓	✓
Observation Form	✓	
Documentation Log Cover Sheet (and other artifacts)		✓
Student Surveys K-2 Survey 3-5 Survey 6-8 Survey 9-12 Survey		✓
Student Survey Summary Form (must be completed; inclusion in Documentation Log is optional)		✓
Interim Performance Report	✓	
Summative Evaluation Report	✓	
Performance Improvement Plan (if needed)	✓	

## GOAL SETTING PROCESS

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 10 depicts these steps.

Figure 10: *Student Achievement Goal Setting Process*<sup>36</sup>



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

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

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

<sup>a</sup> The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

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

## Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

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

Figure 12 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 12: *Sample Goals*

<b>Fourth Grade Sample Goal:</b> All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.
<b>Grade 7 Mathematics Sample Goal:</b> All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math SOL Test.
<b>High School English Sample Goal:</b> Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.
<b>Middle School Self-Contained Special Education Sample Goal:</b> The students will increase their Brigance Age Equivalents by an average of 6 months.

## Submission of the Goal Setting for Student Progress Form

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

## Mid-Year Review of Goal

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

## End-of-Year Review of Goal

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

## Goal Setting Form Explanation

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

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

Examples of data sources for monitoring student progress can be found in Figure 13.



Figure 13: *Examples of Data Sources for Monitoring Student Progress*

<p><b><i>Criterion- and Norm-Referenced Tests</i></b></p> <ul style="list-style-type: none"><li>• Advanced Placement Tests</li><li>• Brigance</li><li>• Virginia Standards of Learning (SOL)</li><li>• Scholastic Reading Inventory (SRI)</li><li>• Phonological Awareness Literacy Screening (PALS)</li><li>• Gates</li><li>• Developmental Spelling Analysis (DSA)</li><li>• Developmental Reading Assessment (DRA)</li><li>• Qualitative Reading Inventory (QRI)</li><li>• Virginia Alternate Assessment Program VAAP)</li><li>• Virginia Grade Level Alternative (VGLA)</li><li>• Virginia Substitute Evaluation Program (VSEP)</li><li>• AIMS WEB</li></ul> <p><b><i>Benchmark Tests</i></b></p> <ul style="list-style-type: none"><li>• County Benchmark Tests based on the standards</li><li>• eValuate – EdisonLearning’s benchmarking system</li><li>• CTE Competencies</li><li>• President’s Physical Fitness Tests</li></ul> <p><b><i>Teacher Assessments</i></b></p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Tests</li><li>• Authentic assessments/portfolios/ writing samples/running records</li><li>• Grade analysis by nine weeks/ interim reports</li><li>• Semester/end-of-course examinations</li><li>• Pre-/post-testing</li><li>• NCS Mentor</li></ul>	<p><i>This list reflects tests available in Northampton.</i></p>
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IV. ***Write goal statement:*** What do you want learners to accomplish?

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

V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 14.

Figure 14: *Examples of Strategies to Improve Student Learning*

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

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

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

The *Goal Setting for Student Progress Form* follows.



## Goal Setting for Student Progress Form Northampton County Public Schools

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_ - \_\_\_\_

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text)

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

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

**Approval of Goal**

To the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART (*specific, measurable, appropriate, realistic & time limited*) criteria. Provide a rating by checking the appropriate box in the rubric below. Then, submit the goal to [ysee@wm.edu](mailto:ysee@wm.edu) to receive formative feedback on the goal.

<b>Goal Setting Rubric</b>			
<b>Level of Performance</b>			
<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
Not Applicable <b>CANNOT MOVE FORWARD</b>	Not Applicable <b>CANNOT MOVE FORWARD</b>	Student learning and academic achievement goals are rigorous, attainable and reflect acceptable growth during the course or school year	Student learning and academic achievement goals are rigorous, attainable and reflect extraordinary growth beyond expectations during the course or school year
Student learning and academic achievement goals are unrelated to identified student needs.	Student learning and academic achievement goals are related to identified student needs, but S.M.A.R.T. process needs refining.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Feedback from VSEE Staff on Goal**

Strengths:

Areas for Improvement:

Next Steps:

- Revisions Needed: Revise Goal Using Suggestions Provided Above and Resubmit by 10/30
- Revisions Not Needed at this Time: Continue with Goal Setting Process

**Signatures**

Sign form after formative feedback has been provided from VSEE staff and goal has been revised, if necessary.

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

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

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

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

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

**End-of-Year Review**

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth  Yes  No

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

**Note to Evaluator:** Send final completed Goal Setting Form at the end of the year to VSEE staff at [vsee@wm.edu](mailto:vsee@wm.edu).



## Formal Classroom Observation Form

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

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

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

<ul style="list-style-type: none"> <li>• Effectively addresses appropriate curriculum standards.</li> <li>• Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>• Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> <li>• Demonstrates an accurate knowledge of the subject area(s) taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skills relevant to the subject area(s) taught.</li> <li>• Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>• Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>• Communicates clearly and checks for understanding.</li> </ul>
--	---

*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.*

<ul style="list-style-type: none"> <li>• Uses student learning data to guide planning.</li> <li>• Plans time realistically for pacing, content mastery, and transitions.</li> <li>• Plans for differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns lesson objectives to the school's curriculum and student learning needs.</li> <li>• Develops appropriate long- and short-range plans and adapts plans when needed.</li> </ul>
--	---

*Comments:*

**3. Instructional Delivery**

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

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

*Comments:*

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

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

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 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:*

**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 \_\_\_\_\_





## Teacher Documentation Log Cover Sheet

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

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

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Sample lesson or unit plan</li> <li>- Course syllabus</li> <li>- Intervention plan</li> <li>- Substitute lesson plan</li> <li>- Annotated learning objectives</li> </ul>	
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required):</p> <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of :  Commitment to professional growth  *Parent Communication Log	Can include: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> </ul>	
7. Student Academic Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year SOL Performance/Growth Model CTE Competencies CTE Certification Assessments Band Competition Performance Ratings # of Band Competition Participated In Instrumental Music Festival Participation & Rating All Shore – All District – All State Band Participation # of Art Competitions and Ratings Presidential Physical Fitness Award	

\* indicates a required item



## Communication Log

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

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	



## Professional Development Log

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

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____



























## Grade K-2 Student Survey

**Directions:**

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

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

	Yes	Some- times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



## Grade 3-5 Student Survey

**Directions:**

DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher \_\_\_\_\_

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

	Yes	Some- times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



## Grade 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 teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class/Period					
			Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher gives clear instructions.							
My teacher helps me to be organized.							
The amount of homework in this class is about right.							
My teacher returns my work within a few days.							
My teacher sets high learning standards for the class.							
My teacher allows me to demonstrate my learning in a variety of ways.							
My teacher helps me outside of class time when needed.							
My teacher handles classroom disruptions well.							
My teacher shows respect to all students.							
My teacher is respectful to my culture.							
I feel my teacher values me as a person.							
I feel comfortable sharing my ideas in class.							
*							
*							

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.





## Grade 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 teacher’s name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

\_\_\_\_\_

Teacher’s Name	School Year	Class Period
----------------	-------------	--------------

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher communicates clearly.					
My teacher is knowledgeable about the subject area he/she teaches.					
The workload in this class is manageable.					
My teacher gives feedback on work and exams in a timely manner.					
I get helpful feedback from my teacher.					
My teacher handles classroom disruptions effectively.					
My teacher allows me to demonstrate my learning in a variety of ways.					
I feel challenged in this class.					
I feel comfortable sharing my ideas in class.					
My teacher helps me outside of class time when needed.					
My teacher shows respect to all students.					
My teacher respects my culture.					
I feel my teacher values me as a person.					
*					
*					

\*Add other elements if needed, such as school-wide goals, or subject specific-elements.

Comments:

## Student Survey Summary

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

Grade(s) \_\_\_\_\_ Subject(s): \_\_\_\_\_

Survey Version Given:  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)?  
\_\_\_\_\_ %

### ***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 as the bell rang for dismissal).
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?

*You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)*



## Teacher Interim Performance Report

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

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

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

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

*Directions: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log 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 \_\_\_\_\_

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

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

**1. Professional Knowledge**

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

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

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

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ - \_\_\_\_\_

**Contract Status:** \_\_\_\_\_

**Documentation Reviewed:**     Teacher Documentation Log     Goal Setting Form     Observation Form  
 Other \_\_\_\_\_

**Directions:** Evaluators use this form at the end of the school year to provide all teachers with an assessment of their annual performance. The teacher should receive a copy of the form. The completed document is to be submitted to the Department of Human Resource no later than June 30 of each school year.

### Performance Standard 1: Professional Knowledge

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 2: Instructional Planning**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	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.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 3: Instructional Delivery**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			



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

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	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.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 5: Learning Environment**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 6: Professionalism**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	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.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 7: Student Academic Progress**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Evaluation Summary**

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**

**Overall Evaluation Summary Criteria**

- EXEMPLARY**
- PROFICIENT**
- DEVELOPING/NEEDS IMPROVEMENT**
- UNACCEPTABLE**  
Due to three or more Developing/Needs Improvement or one or more Unacceptable ratings on performance standards.

\_\_\_\_\_  
*Teacher’s Signature/Date*

\_\_\_\_\_  
*Administrator’s Signature/Date*



## Performance Improvement Plan

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

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ - \_\_\_\_\_

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

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

\_\_\_\_\_  
Evaluator's Signature/Date Initiated

\_\_\_\_\_  
Teacher's Signature/Date Initiated

### Results of Performance Improvement Plan<sup>1</sup>:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

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

\_\_\_\_\_

<sup>1</sup> These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher.

\_\_\_ **Additional Pages Attached**

Northampton County Public Schools Teacher Performance Evaluation System

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

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Evaluator's Signature/Date Reviewed

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Teacher's Signature/Date Reviewed  
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

## **Introduction to the Performance Pay Model**

The performance pay model outlined for use in Northampton was developed based on seven (7) uniform performance standards that convey well defined expectations for instructional practices in Northampton's schools. Each standard is supported by sufficient performance indicators detailing instructional behaviors the evaluator expects to see as he/she evaluates the performance of the teacher.

These standards are:

- **Performance Standard 1: Professional Knowledge**  
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
- **Performance Standard 2: Instructional Planning**  
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.
- **Performance Standard 3: Instructional Delivery**  
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
- **Performance Standard 4: Assessment of and for Student Learning**  
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
- **Performance Standard 5: Learning Environment**  
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
- **Performance Standard 6: Professionalism**  
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
- **Performance Standard 7: Student Academic Progress**  
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

## Performance Pay Incentive Eligibility Description

**To apply for the Performance Pay Incentive, the following criteria must be met:**

- A teacher must have full licensure.
- The teacher must have an overall “exemplary” rating on his/her summative evaluation.
- The teacher must voluntarily declare intent to participate in this process by submitting the Performance Pay Incentive Intent Form by October 1.
- The administrator must ensure compliance with the observation requirements outlined for continuing contract teachers to ensure that teachers do not become ineligible because of insufficient observations.
- One observation is required during the first semester.

### Teacher Portfolios

Teacher Portfolios are a critical element of the evaluation system designed for use in Northampton. Portfolios will give teachers the opportunity to assemble artifacts that documents evidence of their teaching skills, talents and accomplishments for the year. The selection of content organized in the portfolio is at the discretion of the teacher. The items included should provide evidence of information that the observer is not likely to observe during the course of a typical classroom visit.

The following guidance is provided for teachers creating portfolios:

- The portfolio content is left to the discretion of the teacher.
- Artifacts selected should clearly document the teacher’s skills, talents and accomplishments.
- The teacher’s best examples of his or her work should be included.
- Each piece of artifacts included in the portfolio must include a written analysis and reflection about the artifact and the rationale for the events.
- Content included in the portfolio is limited to items that will fit within the binder.
- Student work samples may be included, but all identifying information must be removed.
- The professional portfolio should be user friendly, neat and well organized.
- The portfolio must be maintained throughout the school year and shared with the administrator periodically.
- 1.5 inch binders will be provided for your collection of evidence.
- Contained within this binder is critical information needed while assembling your portfolio.

All portfolios will be evaluated based on these key features:

- The portfolio must contain artifacts that are grounded in the seven (7) professional teaching standards.

- Artifacts to be included are selected purposefully.
- Artifacts must clearly and concisely convey the essence of the standard targeted.
- Professional reflections on what the artifact means must be included.
- Professional reflections on what/how the teacher learned from this documentation.

### **The Multiple Sources of Student Academic Progress used to evaluate the Teachers**

The Performance Pay Initiative designed for Northampton addresses Standard 7 – Student Academic Performance as follows:

- 20% - SOL Test Results and growth indicators
- 20% - Other Academic Indicators
  - Pre and Post Assessments
  - Benchmark Assessments
  - eValue Benchmark Assessment Results
  - Student Portfolios
  - Universal Screenings

### **Eligible Teachers**

The Performance Pay Initiative in Northampton will target the following groups of teachers in the core SOL area of Reading and Math:

- Elementary teachers in grades 4, 5, and 6
- Supporting collaborating/inclusion teachers.
- High school teachers in grades 7, 8, and EOC Algebra.
- Supporting collaborating/inclusion teachers.

### **Target Population Eligible for Incentives**

- Teachers must be licensed to teach in Virginia and endorsed in the subject/grade level of assignment.
- Teachers shall be highly qualified in the area teaching in.
- Only teachers under contract with Northampton are eligible to participate.
- Substitute teachers, long term substitute teachers, hourly employees, or paraprofessionals are not eligible for incentives.
- Teacher must provide or support direct instruction.
- Teachers must receive a full performance evaluation for the current year to be eligible for an incentive.
- A teacher must receive a rating of “exemplary” on the final summative rating to be considered for the incentive.



## **Guidelines for Implementation**

### **General Information**

The following criteria have been developed to guide the teacher's participation in the Performance Pay Model for Northampton:

- A teacher's participation in the Performance Pay Model is contingent upon him/her having received a rating of "Exemplary" in the *Instructional Delivery* standard.
- Student academic progress, to include the state-provided growth measure, will account for 40% of the teacher's evaluation.
- The student's academic progress will be used as the primary factor in determining if the teacher is a candidate for the performance pay.
- For every "Exemplary" indicator marked by the teacher and/or principal, the teacher will provide supporting documentation of the performance which qualifies as "Exemplary".

## **Principal's Responsibilities**

Each site administrator will have the following responsibilities:

1. During pre-planning, inform teachers about the Teacher Performance Pay program.
2. Inform each teacher on staff to the Performance Pay Handbook/materials.
3. Inform staff about the October 1 deadline date for submission of the Intent to Participate Form (Appendix A).
4. Teachers who submit their intent to participate form (Appendix A) must have a fall evaluation using the Formal Classroom Observation Instrument. This evaluation must be completed using the standard timelines for fall evaluations.
5. Complete the spring Instructional Performance Assessment Instrument for demonstrating outstanding performance using the indicated timeline for Teacher Performance Pay.
6. During the completion of the spring assessment instrument, review the supporting documentation provided by the teacher as evidence of instructional effectiveness with student achievement and learning gains, where appropriate, or in support of instructional impact with student achievement through the district and school improvement plan or media services.
7. Indicate areas of outstanding performance and total the points for the instrument.
8. Identify any teachers who have a score that qualifies them for consideration for Teacher Performance Pay.
9. Each principal/administrator will complete a Coversheet for Recommendations of Teacher Performance Pay (provided by Personnel Services) ranking teachers recommended for outstanding performance.
10. The principal/administrator must also provide justification for recommending or not recommending a teacher for outstanding performance with performance pay.

## **Teacher Responsibilities**

1. To become familiar with the information on the Teacher Performance Pay program by reading the Teacher Performance Pay Handbook.
2. To submit the “Intent to Participate” form found in the Teacher Performance Pay Handbook (Appendix A) to your principal before October 1.
3. Complete the self-assessment portion on the fall Instructional Performance Assessment Instrument for demonstrating outstanding performance within the appropriate timelines.
4. For the self-assessment portion of the spring Instructional Performance Assessment Instrument, prepare, in an orderly manner, the supporting documentation to be submitted as evidence for each indicator identified as outstanding.
  - a. The supporting documentation must be submitted to the principal/administrator in a 1.5-inch, 3-ring binder.
  - b. The supporting document must be presented in numbered order of section and subsection as shown on the evaluation document.
  - c. Student performance/learning gains must be shown as part of the required documentation.

**INTENT TO PARTICIPATE  
IN THE  
TEACHER PERFORMANCE PAY PROJECT**

This intent form is due to your immediate supervisor on or before October 1 of the participating school year.

**Important:** *To be eligible to participate in the Teacher Performance Pay Program, you must currently be tenured as a teacher.*

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

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

**Grade:** \_\_\_\_\_

**Subject Taught:** \_\_\_\_\_

I intend to participate in the Teacher Performance Pay Project.

I have read the information on Teacher Performance pay and understand the criteria and responsibilities associated with the program.

\_\_\_\_\_  
**Performance Pay Recipient Signature**

\_\_\_\_\_  
**Date**

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Date Received: \_\_\_\_\_

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