AGENDA
Monday, July 9, 2012
CAROLINE MIDDLE SCHOOL
6:30 P.M.

1. Call to Order ................................................................. Nancy Carson, Chairman
   • Roll Call of Attendance .................. Rebecca Broaddus, Clerk of the School Board

2. Closed Session
   a. Personnel: The discussion of appointments, resignations, a retirement, a request for Family Medical
      leave, a request for voluntary transfer, re-appointments, non-renewals, requests for leave without pay, a
      supplement for an extra class, and a request for a leave of absence as authorized by Section 2.2-

3. Certification of Closed Session

4. Action Items Following Closed Session (will have personnel agenda, discipline, other or none as needed)
   a. Action on Superintendent’s Personnel Agenda

5. Invocation ................................................................. Rev. Robert Knox, Pastor
   Milford Presbyterian Church
   a. Pledge of Allegiance ................................................. BGES Students

6. Awards, Recognitions, Commendations, etc.
   a. None

7. Citizen Comments

8. Consent Agenda
   a. Approval of Minutes
      1. Regular Meeting – June 11, 2012
   b. Approval of Monthly Bills and Financial Reports
      1. Vendor Payments
      2. Budget Status Report
9. Action Items
   a. Approval of Education Technology Plan ............................. Wade Murray
   b. Approval of Student Code of Conduct ............................... Dr. Rebecca Broaddus
   c. Approval of Updates on VSBA Policies .............................. Dr. Rebecca Broaddus
   d. Approval of VSBA Policy – File BBBB-R Student Liaison to the School Board ............................. Dr. Rebecca Broaddus
   e. Approval of VSBA Delegate and Alternate .......................... Dr. Gregory Killough
   f. Approval of Right of Way Easement Agreement .................. Dr. Gregory Killough
   g. Approval of Payment to OWPR ...................................... George Gagnon

10. New Business
   a. First Reading: Caroline County Teacher Evaluation Handbook .............................. Dr. Rebecca Broaddus
   b. First Reading: Revision to Grading Policy ............................ Dr. Rebecca Broaddus

11. Informational Items
   a. Introduction to the Uniform Performance Standards for Principals ............................ Dr. Rebecca Broaddus

12. School Board Matters of Interest
   a. Next Regular School Board Meeting: Monday, August 13, 2012
   b. Other Matters of Interest

13. Adjournment
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Education Technology Plan

RECOMMENDATION: Approval

RATIONALE: The technology plan serves as a vehicle to empower all learners to execute the instructional objectives of the school division as defined by the curriculum. It is not one department’s plan but a collective initiative to be incorporated into every school's actions for school improvement.

The technology plan sets levels of expectation not only for equipment and infrastructure but also for student learning, instructional delivery and school leadership. Funding reaches beyond the Capital Improvement Plan to departmental and grant resources.

Wade Murray
Signature
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Approval of Student Code of Conduct

RECOMMENDATION: Approval of Student Code of Conduct

RATIONALE: The Student Code of Conduct is a valuable tool used to ensure the safety of every individual on Caroline County Public Schools’ property and to assist in the establishment of an environment in which all students can learn.

The document was presented at last month’s meeting as a first read agenda item.
Prior to being printed administrative names will be updated to reflect any new hires or changes.

Rebecca B. Broaddus
SIGNATURE
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Approval of Updates on VSBA Policies

RECOMMENDATION: Approval

RATIONALE: This update contains revisions based on changes in state and federal laws, regulations and guidelines. The policies and an explanation of revisions were included in the June School Board agenda packet.

Please note the following recommendations:
Policy Code BBFA- Option 1
Policy Code JEA- Option 2

Please note the following change to Policy Code JHCD:
VSBA has recommended a deletion of a sentence from page 2 in the section entitled “Epinephrine”-a copy of policy is attached for your reference.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
ADMINISTERING MEDICINES TO STUDENTS

Prescription Medications Prescribed for Individual Students

BLANK Public School personnel Employees of Caroline County School Board may give prescription medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission from the student’s parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent/guardian of the student.

Nonprescription Medications

BLANK Public School personnel Employees of Caroline County School Board may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent/guardian of the student.

Self-Administration of Medication

Self-administration of any medication with the exception of asthma medication and auto-injectable epinephrine, as discussed below, is prohibited for students in grades kindergarten through eight.

Students in grades nine through twelve may be allowed to possess and self-administer non-prescription medicine when the following conditions are met:

- Written parental permission for self-administration of specific non-prescription medication is on file with the school.
- The non-prescription medication is in the original container and appropriately labeled with the manufacturer’s directions.
- The student’s name is affixed to the container, and
- The student possesses only the amount of non-prescription medicine needed for one school day/activity.

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct.

Self-Administration of Asthma Medications and Auto-Injectable Epinephrine

Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. In order for a student to possess and self-
administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions must be met:

- Written parental consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, must be on file with the school.
- Written notice from the student’s health care provider must be on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student’s demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan must be prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student’s parent before any limitations or restrictions are imposed on a student’s possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which are jointly issued by the Virginia Department of Education and the Virginia Department of Health, and
- Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student’s right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student’s parents.

**Epinephrine**

Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, a school nurse or any School Board employee who is authorized and trained in the administration of epinephrine may possess epinephrine and may administer it to any student believed to be having an anaphylactic reaction. Such school nurse or School Board employee may also possess heparin and sterile normal saline to use for the maintenance of intravenous access lines.

**Regulation**

The superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.
Adopted:

______________________________________________________________________________
______________________________________________________________________________

Legal Ref.: Code of Virginia, as amended, §§ 22.1-78, 22.1-274.2, 54.1-2952.2, 54.1-
2957.02, 54.1-3408.

Cross Ref.: EBBA First Aid/CPR Certified Personnel
JFC-R Standards of Student Conduct
JHCE Recommendation of Medication by School Personnel
JO Student Records
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Approval of VSBA Policy- File: BBBB-R- Student Liaison to the School Board

RECOMMENDATION: Approval of VSBA Policy- File BBBB-R- Student Liaison to the School Board (regulations)

RATIONALE: At the May School Board meeting, the Board adopted VSBA Policy-File BBBB- Student Liaison to the School Board. This policy requires the adoption of regulations for implementation. The draft of the regulations presented at the June School Board meeting has been revised to reflect the appointment of a student liaison for the 2012-2013 school year. Revisions are noted in italics.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
STUDENT LIAISONS TO THE SCHOOL BOARD

REGULATIONS AND APPLICATION

The following regulations shall support the appointment of one student liaison to the Caroline County School Board. The liaison shall serve an annual term from July 1 through June 30 of the year of his/her appointment.

The position shall first be appointed for the 2012-2013 school year, and then annually.

2012-2013 Appointment Only- Applications shall be submitted by September 14, 2012. Appointment by the School Board shall occur at the October School Board meeting and the student liaison term will begin with the November 2012 School Board meeting and conclude with the June 2013 Board meeting(s). With the exception of the change in the application submission and appointment dates, the selection process will follow the regulations as stated.

2013-2014 Appointments and Thereafter- Applications shall be submitted by April 1 of each year. Appointment by the School Board shall occur at the June School Board meeting. The appointee shall serve an annual term at the beginning of the 2013-2014 academic year, and thereafter.

The student liaison will sit at the Board table. As a standard agenda item the student liaison will report on behalf of all of the students in the division. A copy of the meeting agenda and other public materials will be provided in advance of each monthly meeting.

The student liaison will not have the power to vote on any issue. As a representative of the Caroline High School student body, the student liaison will be given equal opportunity to voice his/her own opinions and those of the student body he/she represents on any and all issues brought before the School Board, except as precluded by law or policy. The student liaison may be requested to complete research assignments and collect data by the School Board.

The student liaison is required to attend at least 75% of the monthly School Board meetings. Additionally, the student liaison may choose to attend any School Board work sessions with full participatory non-voting rights. The student liaison will be allowed to leave any meeting at his/her discretion if the meeting goes past 9:00 p.m., due to school work obligations. If the student liaison fails to maintain the required 75% participation at public School Board meetings, the position will be re-opened for the selection of a replacement liaison.

The student liaison position will be open to senior students of Caroline High School and applications will be submitted by April 1 of their junior year. The application process will include the submission of the application, a resume, and at least three letters of recommendation.

All applications will be reviewed by the principal of Caroline High School. The principal will choose the three most qualified applicants and submit their applications to the Superintendent for review and interviews by a committee (Principal, Superintendent, and Clerk of the Board). A recommendation for the appointment of the best qualified applicant as the student liaison will be made at the June School Board meeting.
Caroline County Public Schools
Student Liaison to the School Board Application

This application, essay, resume and letters of recommendations are due to the principal on or before April 1.

Name of Student: __________________________________________ Date:_______________________

Address:______________________________________________________________________________

Phone Number: __________________________ E-mail Address:________________________________

______ I understand that I must have parent permission to apply for the Student Liaison Position.

______ I understand that I must submit a completed application, essay, resume, and letters of recommendation to the principal by April 1.

______ I understand that I must have a GPA of 3.0 or higher.

______ I understand that I must be a student in good standing, with good attendance and no discipline infractions.

______ I understand that I may participate in an interview with the selection committee.

______ I understand that, if selected, I will serve in an advisory capacity to the School Board and will not vote.

______ I understand that, if selected, I will be expected to attend all regular, open meetings, and complete assignments for research and data collection when requested by the School Board.

______ I understand that, if selected, I may be photographed and/or quoted in media sources.

____________________________________________ _________________________________
Student Signature     Date

____________________________________________ __________________________________
Parent Signature*     Date

____________________________________________ __________________________________
Principal Signature**                                                                  Date

* The parent’s signature certifies that he/she has reviewed the student’s application and is giving permission for his/her child to apply and participate, if selected, as the Student Liaison to the School Board. The parent’s signature also gives permission for photographs of and/or quotes from the child in media sources.

**The principal’s signature certifies that he/she is recommending the student for consideration to serve as the Student Liaison to the School Board.

The following items are required as part of the application process for student liaison and should be attached to the application in the following order:

All applicants must submit an essay of no more than 250 words on the following:
• Explain why you are applying for the position of Student Liaison to the School Board and what you hope to accomplish if selected.

All applicants must submit a resume that includes the following:
• Educational Background: (a list of schools attended and any awards received)
• Work and/or Practical Experience: (a summary of work and/or practical experience within the past three years)
• Notable School and Extracurricular Activities: (a list of notable school and extracurricular activities)

All applicants must submit at least three letters of recommendation to include the following:
• School Counselor Recommendation (required)
• Teacher Recommendation #1 (required)
• Teacher Recommendation #2 (required)
• Other Recommendation (optional)

*Please note that attendance, discipline and grade reports will be reviewed on all applicants.
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Approval of a Right of Way Easement Agreement

RECOMMENDATION: Approval.

RATIONALE: This is a temporary easement to be removed as of December 1, 2013. The purpose of this easement is for temporary electrical service for the contractor, Laughridge Construction (LLC), to place a temporary pole which will be located behind the Maintenance Department building. The contractor will need electricity throughout the construction process of the Bowling Green school project.

Signature
RIGHT OF WAY EASEMENT AGREEMENT

Tax Map 56-A-104
OVERHEAD
Prepared by Rappahannock Electric Cooperative

THIS RIGHT OF WAY EASEMENT AGREEMENT, made and entered into this ___
day of ______________, ___________, by and between ____________________________

hereinafter called "Owner" ("Owner" wherever used herein being intended to include the grantors
whether one or more or masculine or feminine), and RAPPAHANNOCK ELECTRIC
COOPERATIVE, a Virginia public service corporation as Grantee, hereinafter called
"Cooperative".

WITNESSETH:

The Owner, in consideration of One Dollar and other valuable consideration paid by
Cooperative, the receipt and sufficiency whereof is hereby acknowledged, does grant and convey
unto Cooperative, its successors and assigns, the perpetual right, privilege, and easement of right
of way, to install, construct, operate and maintain pole lines, and conductor cable lines for
transmitting and/or distributing electric power to the public, by one or more circuits, including all
wires, poles, anchors, guy wires, cables, transformers, connection boxes, meters, ground
connections, attachments, equipment, accessories, apparatus, appliances, and appurtenances
desirable in connection therewith (hereinafter referred to as "Facilities") over, under, upon, across
and through the lands of the Owner situated in Caroline County, Virginia further described as
Caroline County Schoolboard Property known as Bowling Green Primary School as shown and
designated on drawing dated 6/26/12 being attached to and made a part of this agreement.

The widths of this easement of right of way will be (30') thirty feet. This easement is
temporary and will be removed as of December 1, 2013.

The facilities erected hereunder shall remain the property of Cooperative. Cooperative
shall have the right to inspect, upgrade, improve, rebuild, remove, repair, relocate on the right of
way above described, and make such changes, alterations, substitutions, additions to or
extensions of its facilities as Cooperative may from time to time deem advisable, including the
right to increase and/or decrease the number and/or size of wires.

Owner does further grant and convey to Cooperative, for the purpose of Cooperative
constructing, reconstructing, inspecting, replacing, upgrading, maintaining and/or operating its
facilities, the right of ingress to and egress from the easement over the lands of Owner, such right
to be exercised in such manner as shall cause the least practicable damage and inconvenience to
Owner.

Cooperative shall at all times have the right to trim, cut, remove, control, and keep clear
by machinery or otherwise, all trees, limbs, undergrowth and other obstructions inside and
outside the boundaries that may endanger the safe and proper operation of its facilities. All trees
cut by the Cooperative at any time shall remain the property of the Owner.
Cooperative shall repair damage to roads, fences, structures, or other improvements and shall pay Owner for other damage done, including damages to crops, in the process of the construction, inspection, or maintenance of Cooperative's facilities, or in the exercise of its right of ingress and egress; provided Owner gives written notice thereof to Cooperative within thirty (30) days after such damage occurs.

Owner covenants that he is seized of and has the right to convey the said easements of right of way, rights and privileges; that the Cooperative shall have quiet and peaceable possession, use and enjoyment of the aforesaid easement of right of way, rights and privileges.

"NOTICE TO LANDOWNER: You are conveying rights to a public service corporation. A public service corporation may have the right to obtain some or all of these rights through exercise of eminent domain. To the extent that any of the rights being conveyed are not subject to eminent domain, you have the right to choose not to convey those rights and you could not be compelled to do so. You have the right to negotiate compensation for any rights that you are voluntarily conveying".

IN WITNESS WHEREOF the following signature(s) of the Owner or his duly authorized agent:

\[signature\]

STATE OF _____________

CITY/COUNTY OF _____________, to-wit:

The foregoing was acknowledged before me this _____ day of _____________, _____,

by ____________________________________________

(enter names exactly as signed)

______________________________________________

(for corporations - enter corporation name also)

Notary Public

______________________________________________

Notary Registration Number

Standard OH Easement
(Rev. 9/01/6/07)
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Payment to OWPR

RECOMMENDATION: Approval

RATIONALE Received invoice #9 dated June 5th, 2012 for Architectural and Engineering services.

BUDGET CATEGORY: BGP Renovation.

ESTIMATED COST $6,150.00

LEGAL REFERENCE:

George Gagnon
Signature
### Invoice Details

<table>
<thead>
<tr>
<th>Date of invoice</th>
<th>Amount</th>
<th>Vendor</th>
<th>Type of Service</th>
<th>Date approved</th>
<th>Explanation</th>
<th>Balance</th>
<th>Accrual</th>
<th>Other service</th>
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<tbody>
<tr>
<td>5/31/2011</td>
<td>86,150.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>7/11/2011</td>
<td>Develop building program with top level Administration, evaluate existing building, conduct field investigation, develop a floor plan indicating areas of renovation and where proposed additions will go, develop a site plan, order a site survey, review utility availability (sanitary, water, electric, etc.) – this phase is complete.</td>
<td>$373,350.00</td>
<td>86,150.00</td>
<td></td>
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<tr>
<td>6/6/2011</td>
<td>0.00</td>
<td>Garland Dietz</td>
<td>Survey</td>
<td>8/8/2011</td>
<td>Provide boundary survey indicating all property lines, provide topographic survey indicating all grade changes, locate all above ground and below ground utilities (electricity, water, gas, sewer, etc.), provide dimensional layouts of all existing site structures (buildings, parking lots, play grounds, sidewalks, etc.) this phase is complete.</td>
<td>$373,350.00</td>
<td>4,887.50</td>
<td></td>
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<tr>
<td>6/24/2011</td>
<td>86,150.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>7/11/2011</td>
<td>Conduct departmental interviews to verify scope and program, continue floor plan development incorporating final scope and program, begin meetings with County Planning and Engineering to solicit feedback on site plan requirements, develop as-built drawings (plan, elevations, building sections, etc for existing building), develop new building elevations, order soil test borings, have food service consultant meet with staff to verify kitchen design requirements, etc. – this phase is complete.</td>
<td>$287,200.00</td>
<td>172,300.00</td>
<td></td>
</tr>
<tr>
<td>7/20/2011</td>
<td>0.00</td>
<td>ECS</td>
<td>Boring services</td>
<td>8/8/2011</td>
<td>Provide test bore drilling at each building addition corner. They must drill until they hit solid rock. The soil and rock that they collect from these borings are required to analyze the underground soil conditions (looking for caverns, soft swampy areas, extreme rock, etc.) and to classify the seismic classification of the site (which is required by the Building Code). From these borings, they generate a report and provide recommendations on what type of foundations will be required for the new additions. this phase is complete.</td>
<td>$287,200.00</td>
<td>586.50</td>
<td></td>
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<td>7/25/2011</td>
<td>86,150.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>8/8/2011</td>
<td>Construction Documents: develop the final drawings required for the General Contractor to use to construct the project (BNS phase will be 55% complete by August 25). The final drawings will include: Civil Drawings, Architectural Drawings, Food Service Drawings, Structural Drawings, Plumbing Drawings, Mechanical Drawings, Electrical Drawings</td>
<td>$201,050.00</td>
<td>172,300.00</td>
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<td>8/22/2011</td>
<td>0.00</td>
<td>Garland Dietz</td>
<td>Survey</td>
<td>9/12/2011</td>
<td>Invoice number 18 OWPR com# 110B: Provide boundary survey indicating all property lines, provide topographic survey indicating all grade changes, locate all above ground and below ground utilities (electricity, water, gas, sewer, etc.), provide dimensional layouts of all existing site structures (buildings, parking lots, play grounds, sidewalks, etc.) this phase is complete and this payment satisfies invoicing.</td>
<td>$201,050.00</td>
<td>4,876.00</td>
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<td>8/24/2011</td>
<td>86,150.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>9/12/2011</td>
<td>Construction Documents: Received full set of plans and Specs books. Bid advertised in Richmond times dispatch and caroline progress. contractor Pre bid conference Sept 22nd. The final drawings will include: Civil Drawings, Architectural Drawings, Food Service Drawings, Structural Drawings, Plumbing Drawings, Mechanical Drawings, Electrical Drawings</td>
<td>$114,900.00</td>
<td>344,600.00</td>
<td>14,748.80</td>
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<td>8/23/2011</td>
<td>0.00</td>
<td>OWPR</td>
<td>Boring services</td>
<td>10/10/2011</td>
<td>Second half of billing for biking and utility coordination and construction</td>
<td>$114,900.00</td>
<td>344,600.00</td>
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<td>9/20/2011</td>
<td>22,975.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>10/10/2011</td>
<td>Services rendered for the bidding process and final addendums</td>
<td>$91,925.00</td>
<td>367,575.00</td>
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<td>10/92/2011</td>
<td>6,100.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>11/14/2011</td>
<td>Invoice 6 Services rendered and accrual of labor expense</td>
<td>$85,775.00</td>
<td>373,725.00</td>
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<td>10/16/2011</td>
<td>0.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>10/16/2011</td>
<td>Invoice 3 ECS for payment to Planning commission Special exempt Request</td>
<td>$85,775.00</td>
<td>373,725.00</td>
<td>2,101.00</td>
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<td>4/17/2012</td>
<td>6,100.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>5/14/2012</td>
<td>Invoice 7 Services rendered and accrual of labor expense</td>
<td>$79,625.00</td>
<td>379,875.00</td>
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<td>5/16/2012</td>
<td>6,100.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td>6/11/2012</td>
<td>Invoice 8 Services rendered and accrual of labor expense</td>
<td>$73,475.00</td>
<td>388,025.00</td>
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<td>6/5/2012</td>
<td>6,100.00</td>
<td>OWPR</td>
<td>A&amp;E services</td>
<td></td>
<td>Invoice 9 Services rendered and accrual of labor expense</td>
<td>$67,325.00</td>
<td>392,175.00</td>
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**Total payout**: $392,175.00

**Process**:  
1. Invoices received by Central Office  
2. Central office Time stamps invoice  
3. Invoice given to Asst. Superintendent for initialing  
4. Invoice given to Maintenance and Operations Supervisor  
5. George scrutinizes/troubleshoots invoice for explanation and clarity  
6. Original invoice given to Asst. Superintendant for initialing  
7. Dr. Cunningham submits to School Board for payment  
8. Original invoice given to Director of Finance for payment after approval of School Board.

**Construction Documents**:  
- Received full set of plans and Specs books. 
- Bid advertised in Richmond times dispatch and caroline progress. 
- Contractor Pre bid conference Sept 22nd. 
- Final drawings will include: Civil Drawings, Architectural Drawings, Food Service Drawings, Structural Drawings, Plumbing Drawings, Mechanical Drawings, Electrical Drawings.

**Survey**  
- Garland Dietz
  - 9/12/2011
  - Bill submitted: Provide boundary survey indicating all property lines, provide topographic survey indicating all grade changes, locate all above ground and below ground utilities (electricity, water, gas, sewer, etc.), provide dimensional layouts of all existing site structures (buildings, parking lots, play grounds, sidewalks, etc.) this phase is complete.

**Drawings**  
- Structural Drawings
- Plumbing Drawings
- Mechanical Drawings
- Electrical Drawings

**Other services**  
- Boring services
- Food service consultant meet with staff to verify kitchen design requirements.

**Process**  
- Invoice given to Director of Finance for payment after approval of School Board. 
- Invoices received by Central Office. 
- George meets with Dr. Cunningham to review invoice. 
- George scrutinizes/troubleshoots invoice for explanation and clarity. 
- Invoices received by Central Office.

**Invoices**  
- Invoice 3 ECS for payment to Planning commission Special exempt Request. 
- Invoices given to Asst. Superintendent for initialing. 
- Invoices received by Central Office.

**Description**  
- Original invoice given to Director of Finance for payment after approval of School Board.
- Providing final revisions to the final drawings that are due to the General Contractor for the project.
- Final drawings will include Civil Drawings, Architectural Drawings, Food Service Drawings, Structural Drawings, Plumbing Drawings, Mechanical Drawings, Electrical Drawings.

**Caroline County Public Schools**

**BGP Architectural**
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: First Reading: Caroline County Teacher Evaluation Handbook

RECOMMENDATION: First Reading

RATIONALE: A committee of teachers and administrators has been working on enhancing our teacher evaluation process and aligning it to the Virginia Board of Education requirements. The committee work started in the summer 2010 and continued throughout the 2010-2011 and 2011-2012 school years. The new guidelines adopted by the Virginia Board of Education have been incorporated into the process. These guidelines are required for implementation in the 2012-2013 school year and have a focus on teacher and student performance.

This document was approved by the School Board on September 12, 2011 for implementation as a pilot teacher evaluation system for the 2011-2012 school year. It was a working document that is now being presented with revisions and changes for implementation for the 2012-2013 school year. Input has been received from committee members and teachers throughout the division regarding the revisions and changes. A copy of the handbook is provided for your reference.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
Caroline County Public Schools

Teacher Performance Evaluation System

Pilot Year 2011–2012

Approved by the Caroline County School Board on September 12, 2011.
ACKNOWLEDGMENTS

We wish to thank the Caroline County Public Schools Teacher Effectiveness Committee for their conscientious and thoughtful efforts in developing the evaluation system. Members of that committee included:

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We acknowledge the work of James H. Stronge, Ph.D., Heritage Professor of Educational Policy, Planning, and Leadership at the College of William and Mary in Williamsburg, Virginia in the development of the evaluation system and these materials for use in Virginia Public Schools.
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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Caroline County Public Schools Teacher Performance Evaluation System (TPES) uses the Goals and Roles Performance Evaluation Model® (short title: Goals and Roles Model®) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The TPES provides a balance between structure and flexibility. It is prescriptive in that 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 TPES 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, goals and strategic plan of Caroline County Public Schools and individual school-wide plans,
- 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 TPES 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

Clearly defined professional responsibilities constitute the foundation of the TPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The term site administrator will be used for principals/supervisors. Additionally, a site administrator may designate an administrator (i.e., assistant principal) to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

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

Performance Standards

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

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

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

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

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
**Performance Standard 6: Professionalism**
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

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

**Performance Indicators**

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. The performance indicators are *examples* of the types of performance 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.*

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Instructional Delivery standard are listed in Figure 1 below.

Figure 1: *Sample of Performance Standard and Indicators*

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

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</em></td>
</tr>
<tr>
<td>3.1 Engages and maintains students in active learning.</td>
</tr>
<tr>
<td>3.2 Builds upon students’ existing knowledge and skills.</td>
</tr>
<tr>
<td>3.3 Differentiates instruction to meet the students’ needs.</td>
</tr>
<tr>
<td>3.4 Reinforces learning goals consistently throughout lessons.</td>
</tr>
<tr>
<td>3.5 Uses a variety of effective instructional strategies and resources.</td>
</tr>
<tr>
<td>3.6 Uses instructional technology to enhance student learning.</td>
</tr>
<tr>
<td>3.7 Communicates clearly and checks for understanding.</td>
</tr>
</tbody>
</table>

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

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, 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 on the next page provide accurate feedback on teacher performance.
Figure 2: *Data Sources for Teachers*

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Goal Setting for Student Progress</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>Classroom observations provide key information on several of the specific standards. 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 March 1. Teachers employed under a continuing contract will be observed at least twice 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 35 minutes and a post-conference within 10 working days. A pre-conference may be conducted at the request of the teacher or the administrator. Classroom observations may be scheduled or unscheduled visits.</td>
</tr>
<tr>
<td><strong>Walk-throughs</strong></td>
<td>Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day activities are not necessarily noted in writing, but they do serve as a source of information. Administrators may choose to use information from walk-throughs on other documented letters or forms.</td>
</tr>
<tr>
<td><strong>Letters</strong></td>
<td>Administrators may use letters as part of the teacher evaluation process.</td>
</tr>
<tr>
<td><strong>Teacher Documentation Log</strong></td>
<td>The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.</td>
</tr>
<tr>
<td><strong>Student Surveys</strong></td>
<td>Teachers may survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards. A survey data summary form should be used to document survey results.</td>
</tr>
</tbody>
</table>
Student Progress

The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual’s summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation (50 percent of the growth measure) is comprised of growth as determined from the Virginia state growth measure, student growth percentiles, when the data are available and can be used appropriately.

3. Another 20 percent of the teacher evaluation (50 percent of the growth measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. Note: Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school.

It is important to understand that less than 30 percent of teachers in Virginia’s public schools will have a direct measure of student progress based on Standards of Learning assessment results. The median student growth percentile may be used as one direct measure of student progress when the data are available for a minimum of 40 students and growth data are available for at least two years. However, there must be additional measures for the remaining 70 percent of teachers, and to ensure there are one or more additional measures for teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures; other measures are recommended for use when two valid and direct measures of growth are not available.

Student Percentile Growth Scores

It is generally acknowledged that if test data are to be used to inform teacher performance evaluations, it is critical to control for students’ prior achievement. While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the student growth percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia’s current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models use multiple years of data from Virginia Standards of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs. At the student level, SGPs describe the progress students

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make from one year to the next compared to students with similar SOL achievement history. This provides an understanding of how much progress students made based on where they started – regardless of whether they started as low, moderate, or high achieving students.

Student growth percentiles provide student-level progress information for students at all achievement levels. 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). 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.

SGPs describe the percentile for change in achievement, not absolute achievement. 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. For 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. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student’s current achievement is, taking account of where they started.

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.

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.

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b 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.

c As of June 2011, VDOE will remove students who score 600 on two consecutive tests from the SGP calculations.
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?).
- 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.

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of student progress, described in 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). Generally, 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

<table>
<thead>
<tr>
<th>Range of median student growth percentile</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 35</td>
<td>The majority of students demonstrated low growth</td>
</tr>
<tr>
<td>35 to 65</td>
<td>The majority of students demonstrated moderate or higher growth</td>
</tr>
<tr>
<td>&gt; 65</td>
<td>The majority of students demonstrated high growth</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Application of student growth percentiles</th>
<th>Other growth measures</th>
</tr>
</thead>
</table>
| TIER I: Teachers of reading and mathematics for whom student growth percentiles are available (4-8 English/Math Classes) | 20% of the total evaluation based on median growth percentile when:  
  • data from at least 40 students are available, possibly from multiple years;  
  • data from students are representative of students taught; and  
  • data from at least two years are available; three years should be reviewed whenever possible. | 20% of the total evaluation based on other growth measures.  
  • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.  
  • Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam). |

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d 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.
<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Application of student growth percentiles</th>
<th>Other growth measures</th>
</tr>
</thead>
</table>
| TIER 2: Teachers who support instruction in reading and mathematics for whom student growth percentiles are available. | When aligned to individual or school-wide goals, no more than 20% of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).  
  - Decisions about the application of student growth percentiles for support teachers must be made locally.  
  - Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers. | 20% or 40% of the total evaluation based on growth measures other than the SGP, depending on the application of student growth percentiles.  
  - Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.  
  - Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).  
  - To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation. |
| TIER 3: Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available | Not applicable | 40% of the total evaluation based on growth measures other than the SGP.  
  - Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation.  
  - Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).  
  - To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation. |
Goal Setting for Student Achievement\textsuperscript{e}

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. \textit{Student Achievement Goal Setting}\textsuperscript{f} 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.

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. 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

Teachers have a definite and powerful impact on student learning and academic performance.\textsuperscript{1} The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and ultimately, and
- increase student achievement.\textsuperscript{2}

\textsuperscript{e} 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.

\textsuperscript{f} Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission.
Observations

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

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

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least two times per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 35 minutes and a post-conference within 10 working days. A pre-conference may be conducted at the request of the teacher or the administrator.

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

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

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 three items required in the Teacher Documentation Log (Cover Sheet, Student Progress Goal Setting Form, and Parent Communication Log); however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Teacher Documentation Log provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Teacher Documentation Log is used to organize the multiple data sources included in the teacher evaluation.
A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is required for all performance standards.

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

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

Documentation Log

A Documentation Log:
- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder),
- 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 Documentation Log is not:
- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 3 shows examples of items that may be included in the Documentation Log. This is not a limited list.
## Required Items

### Figure 3: Sample Items in a Documentation Log

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>Evidence of providing relevant learning experiences</td>
<td>Can include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transcripts of coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Development certificates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Annotated list of instructional activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lesson/intervention plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Journals/notes that represent reflective thinking and professional growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Samples of innovative approaches developed by teacher</td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td>Evidence of using data about student learning to guide planning and instruction</td>
<td>Can include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Differentiation in lesson planning and practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analysis of classroom assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Data driven curriculum revision work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Sample lesson or unit plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Course syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Intervention plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Substitute lesson plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Annotated learning objectives</td>
</tr>
<tr>
<td>3. Instructional Delivery</td>
<td>Evidence of meeting individual learning needs by using a variety of instructional strategies</td>
<td>Can include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Annotated photographs of class activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Handouts or sample work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Video/audio samples of instructional units</td>
</tr>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>Evidence of the use of baseline and periodic assessments</td>
<td>Can include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Samples of baseline and periodic assessments given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Samples of both formative and summative assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graphs or tables of student results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Records within electronic curriculum mapping tool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Brief report describing your record keeping system and how it is used to monitor student progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Copy of scoring rubrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Photographs or photocopies of student work with written comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Samples of educational reports, progress reports or letters prepared for parents or students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Copy of disaggregated analysis of student achievement scores on standardized test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Copy of students’ journals of self-reflection and self-monitoring</td>
</tr>
</tbody>
</table>
**Figure 3 (continued)**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 5. Learning Environment    | Evidence of providing a respectful, positive, safe student centered environment conducive to learning | Can include:  
- 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                                                                                      |
| 6. Professionalism         | Evidence of:  
  *Commitment to professional growth  
  *Parent Communication Log | Can include:  
- Record of participation in extracurricular activities and events  
- Record of professional development taken or given  
- Examples of collaborative work with peers  
- Evidence of communication with students, families, colleagues and community  
  Examples:  
  - Copy of classroom newsletter or other parent information documents  
  - Sample copy of interim reports                                                                                                                     |
| 7. Student Academic Progress | *Student Progress Goal Setting Form | Student Achievement Goal Setting Document – Revised at midterm and end of year                                                                                                                                            |

**Student Surveys**

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

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

The teacher retains sole access to the results of the student surveys. The teacher may choose to include a summary of the survey data in the *Documentation Log*. (See Part III – Student Survey Summary Form).
Alignment 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

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Teacher Documentation</th>
<th>Student Growth Percentiles and/or Goal Setting</th>
<th>Observations</th>
<th>Student Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>X</td>
<td>/</td>
<td>X</td>
<td>/</td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td>X</td>
<td>/</td>
<td>X</td>
<td>/</td>
</tr>
<tr>
<td>3. Instructional Delivery</td>
<td>/</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>X</td>
<td>X</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>X</td>
<td>X</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td>X</td>
<td>X</td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

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). Further details on the rating process are provided in subsequent sections of the Handbook.
Evaluation Schedule

Summative evaluations are to be completed by 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 Caroline County Public Schools

All probationary teachers are evaluated summatively during each of their first three years in the school division. 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. A sample Teacher Interim Performance Report can be found in Part III.

Teachers on Continuing Contract (Veteran Teachers)

All teachers on continuing contract receive a summative evaluation every year. Unannounced observations, student surveys, and Goal Setting for Student Progress are done yearly for all 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 Caroline 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: TPES Evaluation Schedule

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity for Professional Improvement</th>
<th>Task or Document</th>
<th>Responsibility of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft by September 15</td>
<td>Establish student progress goals (all probationary and continuing contract teachers)</td>
<td>Goal Setting for Student Progress Form</td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td>Final by September 25</td>
<td></td>
<td>Teacher: ✓</td>
<td></td>
</tr>
<tr>
<td>Before November 10</td>
<td>First observation of all <strong>probationary</strong> teachers</td>
<td>Observation Form</td>
<td>✓</td>
</tr>
<tr>
<td>Before January 25</td>
<td>Second observation of all <strong>probationary</strong> teachers</td>
<td>Observation Form</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Before end of the 1st</strong></td>
<td>• Summary of Student Survey Feedback (all probationary and continuing contract teachers)</td>
<td>Student Surveys and Student Survey Summary Form</td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>• First observation of continuing contract teachers</td>
<td>Teacher: ✓</td>
<td></td>
</tr>
<tr>
<td>Mid-year</td>
<td>• Mid-year review of student progress goal (all probationary and continuing contract teachers).</td>
<td>Goal Setting for Student Progress Form</td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>• Probationary teachers will review documentation log</td>
<td>Documentation Log</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>• Interim performance evaluation of probationary teachers</td>
<td>Interim Performance Report</td>
<td>✓</td>
</tr>
<tr>
<td>Before March 1</td>
<td>Third observation of all <strong>probationary</strong> teachers</td>
<td>Observation Form</td>
<td>✓</td>
</tr>
<tr>
<td><strong>During the 2nd Semester</strong></td>
<td>One observation (all continuing contract teachers)</td>
<td>Observation Form</td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td>By April 1</td>
<td></td>
<td>Teacher: ✓</td>
<td></td>
</tr>
<tr>
<td>10 calendar days prior to</td>
<td>Submission of end-of-year review of student progress goal and documentation log (all probationary and</td>
<td>Goal Setting for Student Progress Form</td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td>summative evaluation date</td>
<td>continuing contract teachers)</td>
<td>Documentation Log</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, Teacher Documentation Log). The performance appraisal rubric and performance indicators (see Part II) 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.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., proficient effective), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., “developing/needs improvement” and “unacceptable”). Figure 6 offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. NOTE: Ratings are applied to individual performance standards, NOT performance indicators.

Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| **Exemplary**                   | 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:  
• consistently exhibits behaviors that have a strong positive impact on learners and the school climate  
• serves as a role model to others  
• sustains high performance over a period of time |
| **Proficient**                  |                                                                             |                                                                            |
| Effective                       | The teacher meets the standard in a manner that is consistent with the school’s mission and goals. | Effective Proficient performance:  
• meets the requirements contained in the job description as expressed in the evaluation criteria  
• demonstrates willingness to learn and apply new skills  
• exhibits behaviors that have a positive impact on learners and the school climate |
| Developing/Needs Improvement    | 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:  
• requires support in meeting the standards  
• results in less than quality work performance  
• leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator |
| Unacceptable                    | The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. | Ineffective performance:  
• does not meet the requirements contained in the job description as expressed in the evaluation criteria  
• may result in the employee not being recommended for continued employment |
Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the 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 effective” 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)

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
<td></td>
</tr>
</tbody>
</table>

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 evaluator submits the signed Teacher Performance Summative Reports to the Human Resource Department within 10 calendar days of completing the summative conferences.

**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 effective, developing/needs improvement, or unacceptable.

Summative ratings should apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - student academic progress. Each of the first six standards are weighted equally at 10 percent, and Standard 7 accounts for 40 percent of the evaluation. In determining the final summative rating, the following approach will be used:

1. Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale
   - Exemplary = 4
   - Proficient Effective = 3
   - Developing/Needs Improvement = 2
   - Unacceptable = 1;

2. Calculate the weighted contribution of each standard to the summative evaluation; and
3. Add the weighted contribution to achieve the final summative evaluation.

The following tables provide two examples of how this approach would apply.

### Example of Weighted Calculations for Teacher Performance Evaluation

<table>
<thead>
<tr>
<th>Teacher Performance</th>
<th>Performance Rating</th>
<th>Quantified Performance Rating</th>
<th>Percentage contribution to the summative rating</th>
<th>Weighted Contribution = (quantified performance rating * Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Exemplary</td>
<td>4</td>
<td>10%</td>
<td>0.4</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Effective</td>
<td>3</td>
<td>40%</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative Rating (sum of weighted contributions)</td>
<td>3.1</td>
</tr>
</tbody>
</table>
### Teacher Performance Evaluation System

<table>
<thead>
<tr>
<th>Teacher Performance</th>
<th>Performance Rating</th>
<th>Quantified Performance Rating</th>
<th>Percentage contribution to the summative rating</th>
<th>Weighted Contribution = (quantified performance rating * Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Developing</td>
<td>2</td>
<td>10%</td>
<td>0.2</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Effective</td>
<td>3</td>
<td>10%</td>
<td>0.3</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Developing</td>
<td>2</td>
<td>10%</td>
<td>0.2</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Effective</td>
<td>3</td>
<td>40%</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Summative Rating Scale**

- 3.5-4.0  Exemplary
- 2.5-3.49 Proficient Effective
- 1.5-2.49 Developing/Needs Improvement
- 1.0-1.49 Unacceptable

- No teachers can be given a summary rating of exemplary if they are rated below proficient effective on any of the seven standards.
- Regardless of the sum of weighted contributions, teachers with five or more years of experience who do not have an exemplary rating on Standard 7 (Student Academic Progress) may not be given an overall exemplary rating.
- Teachers rated unacceptable on one or more standards or developing/needs improvement on three or more standards will be recommended for placement on a Performance Improvement Plan. This rating/placement does not supersede the possible recommendation for non-renewal, dismissal or placement on a Performance Improvement Plan for other documented non-performance concerns.
- If the employee has an “unacceptable” rating on one or more of the seven performance standards, the individual will receive an overall performance rating of “unacceptable.”
- If the employee has three or more “developing needs improvement” ratings from among the seven performance standards, the individual will be rated as “unacceptable developing/needs improvement.”
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 TPES 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” or “developing/needs improvement” 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

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

*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 designee 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 support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about ________ (tell specific concern). What has gone well?
What has not gone as well?

Performance Improvement Plan

If a teacher’s performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan (see Performance Improvement Plan Form in Part III).

A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. 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 three or more performance standards, or
• a rating of “Unacceptable” on one or more performance standards or an overall rating of “Unacceptable.”

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

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

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

**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.
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.

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

*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.\(^3\)
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.\(^4\)
- Identifies instructional objectives and activities\(^5\) to promote students’ cognitive and developmental growth.\(^6\)
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.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
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. |

*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.\(^7\)
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.\(^8\)
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.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher’s instruction inadequately addresses students’ learning needs.</td>
</tr>
</tbody>
</table>

*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.9
- Uses a variety of instructional strategies.10
- Uses research-based strategies to make instruction student-centered.11
- Involves students in cooperative learning to enhance higher-order thinking skills.12
- Uses students’ prior knowledge to facilitate student learning.13
- Possesses strong communication skills, offering clear explanations and directions.14
- Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.16
• Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.¹⁷

**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.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

37
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback\(^{18}\) and reinforcement\(^{19}\).
- Gives homework and offers feedback on the homework\(^{20}\).
- Uses open-ended performance assignments\(^{21}\).
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives\(^{22}\).
- 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\(^{23}\).
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, culturally sensitive, and enthusiastic.
5.5 Respects students’ diversity, including language, culture, race, gender, and special needs.
5.6 Actively listens and pays attention to students’ needs and responses.
5.7 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>

*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.\(^{24}\)
- Adapts teaching to address student learning styles.\(^{25}\)
• Acknowledges his or her perspective and is open to hearing their students’ worldviews.26
• Is culturally competent.27
• Seeks to know about the cultures and communities from which students come.28
**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 an open, honest, collegial and collaborative manner with administrators, other school personnel, and the community.

6.7 Avoids gossip, sarcasm, and open disregard for school policies and supervisors by exemplifying the traits of a professional employee at all times, regardless of circumstances.

6.8 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.

6.9 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.

6.10 Demonstrates consistent mastery of standard oral and written English in all communication.

6.11 Demonstrates integrity in difficult and challenging situations.

6.12 Serves as a role model for students in dress, behavior, and speech.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th><strong>Proficient</strong></th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher continually engages in</td>
<td>The teacher maintains a commitment to professional ethics,</td>
<td>The teacher inconsistently practices or attends professional</td>
<td>The teacher demonstrates inflexibility, a</td>
<td></td>
</tr>
<tr>
<td>High level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.</td>
<td>Communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</td>
<td>Growth opportunities with occasional application in the classroom.</td>
<td>Reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

*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.\textsuperscript{29}
- Uses multiple forms of communication between school and home.\textsuperscript{30}
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.\textsuperscript{31}
- Is culturally competent.\textsuperscript{32}
- Seeks to know about the cultures and communities from which students come.\textsuperscript{33}
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.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>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.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

* 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.\(^3^4\)
- Raises the achievement levels for all groups of students in the classroom.\(^3^5\)
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.\(^3^6\)
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

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

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The Goal Setting for Student Progress Form may be used for developing and 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).

7 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**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong>pecific</td>
<td>The goal is focused, for example, by content area, by learners’ needs.</td>
</tr>
<tr>
<td><strong>M</strong>easurable</td>
<td>An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td><strong>A</strong>ppropriate</td>
<td>The goal is within the teacher’s control to effect change.</td>
</tr>
<tr>
<td><strong>R</strong>ealistic</td>
<td>The goal is feasible for the teacher.</td>
</tr>
<tr>
<td><strong>T</strong>ime limited</td>
<td>The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

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**

| **Fourth Grade Sample Goal:** | 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. |
| **Grade 7 Mathematics Sample Goal:** | 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. |
| **High School English Sample Goal:** | Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments. |
| **Middle School Self-Contained Special Education Sample Goal:** | 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 or by September 30.

Mid-Year Review of Goals

A mid-year review of progress on the goals is held for all teachers. The mid-year review should be held by December 15 for probationary employees and within 30 days of the end of the first semester or by February 15 for non-probationary employees. It is the principal’s responsibility to establish the format and select the time of the review.

End-of-Year Review of Goals

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goals and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year’s goals 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. All reviews must be completed by June 30.

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

Criterion- and Norm-Referenced Tests
- Advanced Placement Tests
- ESI
- Brigance
- STAR Early Literacy
- STAR Reading
- STAR Math
- Virginia Standards of Learning (SOL)
- Phonological Awareness Literacy Screening (PALS)
- Virginia Alternate Assessment Program VAAP
- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Modified Achievement Standards Test (VMAST)

Benchmark Tests
- County Benchmark Tests Based on the Standards
- First and Second Grade Achievement Tests
- CTE Competencies
- President’s Physical Fitness Tests

Teacher Assessments
- Quizzes
- Tests
- Authentic assessments/portfolios/writing samples/running records
- Grade analysis by grading periods/interim reports
- Semester/end-of-course examinations
- Pre-/post-testing
- NCS Mentor

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  
**2011—2012 Pilot Year**

**Goal Setting Form**

*Directions: This form is a tool to assist teachers in setting goals that result in measurable learner progress and personal growth. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.*

**Teacher’s Name**

**Subject/Grade** ____________________________  **School Year** ____ - ____

**Evaluator’s Name**

*Initial Goals Submission (due by ____________ to the evaluator)*

**Goal 1. School-wide Plan—Student Academic Progress**

<table>
<thead>
<tr>
<th>I. <strong>Setting</strong> (Describe the population and special learning circumstances.)</th>
<th></th>
</tr>
</thead>
</table>
| II. **Content/Subject/Field Area**  
(The area/topic addressed based on learner achievement, data analysis, or observational data) |  |
| III. **Baseline/Trend Data** (What does the current 3 year data show?) | **Data attached** |
| IV. **Goal Statement** (Describe what you want learners/program to accomplish.) |  |
| V. **Means for Attaining Goal** (Objectives and strategies used to accomplish the goal)  
Objectives: | **Strategy** | **Evidence** | **Target Date** |
| |  |  |  |
| |  |  |  |
| |  |  |  |
| |  |  |  |

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Caroline County Public Schools Teacher Performance Evaluation System
Goal 2. School-wide Plan: Student Academic Progress

<table>
<thead>
<tr>
<th>I. Setting (Describe school-wide plan goal.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>III. Baseline/Trend Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What does the current 3 year data show?)</td>
</tr>
<tr>
<td>Data attached</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>V. Means for Attaining Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Objectives and strategies used to accomplish the goal)</td>
</tr>
<tr>
<td>Objectives:</td>
</tr>
</tbody>
</table>

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


### Goal 3. Other Performance Standard

<table>
<thead>
<tr>
<th>I. Setting (Describe school-wide plan goal.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>III. Baseline/Trend Data (What does the current 3 year data show?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data attached</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>V. Means for Attaining Goal (Objectives and strategies used to accomplish the goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Evidence</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
### Goal 4. Personal Growth

<table>
<thead>
<tr>
<th>I. Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Describe the area of growth.)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Content/Subject/Field Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(The area/topic addressed based on personal need/area of growth.)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>V. Means for Attaining Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Objectives and strategies used to accomplish the goal)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**Objectives:**

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

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Teacher’s Name ____________________________________________

Teacher’s Signature ____________________________ Date ____________

Evaluator’s Name __________________________________________

Evaluator’s Signature ____________________________ Date ____________
### VI. Mid-Year Review

(Describe goal progress and other relevant data.)

<table>
<thead>
<tr>
<th>Mid-year review conducted on _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials: ____ (teacher)   ____ (evaluator)</td>
</tr>
</tbody>
</table>

- Data attached

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

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

### VII. End-of-Year Review

- Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth

- Yes
- No

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

<table>
<thead>
<tr>
<th>Evaluator’s Name</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Responsibilities

TITLE: TEACHER
QUALIFICATIONS: As set by State Board of Education
REPORTS TO: Principal
JOB GOAL: To guide students toward the fulfillment of their intellectual, physical, and psychological potential.

Standards for the Professional Practice of All Teachers

Standard One: Professional Knowledge

*Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

**Key Element 1:** Teachers understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

**Key Element 2:** Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

**Key Element 3:** Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.

Standard Two: Instructional Planning

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

**Key Element 1:** Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Key Element 2:** Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

**Key Element 3:** Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

**Key Element 4:** Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

**Key Element 5:** Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

**Key Element 6:** Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum
goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.

**Standard Three: Instructional Delivery**

*Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

**Key Element 1:** Teachers differentiate instruction to accommodate the learning needs of all students.

**Key Element 2:** Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

**Key Element 3:** Teachers communicate clearly and check regularly for understanding.

**Key Element 4:** Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

**Standard Four: Assessment of and for Student Learning**

*Teachers systematically gather, analyze, and use 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.*

**Key Element 1:** Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

**Key Element 2:** Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

**Key Element 3:** Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

**Key Element 4:** Teachers set measurable and appropriate goals for students based on baseline data and accept responsibility for providing instruction that will enable students to achieve these goals.

**Standard Five: Learning Environment**

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

**Key Element 1:** Teachers create a safe and positive learning environment.

**Key Element 2:** Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

**Key Element 3:** Teachers develop and maintain rapport with students.
Key Element 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

Key Element 5: Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

Standard Six: Professionalism

*Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.*

Key Element 1: Teachers work in partnership with families to promote student learning at home and in the school.

Key Element 2: Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers model professional and ethical standards as well as personal integrity in all interactions.

Key Element 4: Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

Key Element 5: Teachers continually reflect on, evaluate, and seek to improve their practice.

Key Element 6: Teachers take responsibility for and participate in a meaningful and continuous process of professional development.

Key Element 7: Teachers effectively use standard oral and written English in all communications.

Standard 7: Student Academic Progress

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

Key Element 1: Teachers set acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

Key Element 2: Teachers document the progress of each student throughout the year.

Key Element 3: Teachers provide evidence that achievement goals have been met, including the state provided growth measure when available as well as other multiple measures of student growth.

Key Element 4: Teachers use available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.
DOCUMENTATION:

The standards for professional practice for all teachers have been reviewed. If needed, the goal setting form addresses any areas of concern.

Principal/Supervisor Signature: 

Date: 

Teacher Name and Signature: 

Date: 

Note: An employee is always responsible for complying with the policies, rules, regulations, and directives of the Supervisor, Superintendent, and School Board.
Formal Classroom Observation Form

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Date Observed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Name</td>
<td>The teacher is:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Probationary</td>
<td>☐ Continuing Contract</td>
</tr>
</tbody>
</table>

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

- 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:

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

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

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

- Engages and maintains students in active learning.
- Builds upon students’ existing knowledge and skills.
- Differentiates instruction to meet the students’ needs.
- Reinforces learning goals consistently throughout lessons.
- Uses 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, culturally sensitive, and enthusiastic.
- 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 an open, honest, collegial and collaborative manner with administrators, other school personnel, and the community.
- Avoids gossip, sarcasm, and open disregard for school policies and supervisors by exemplifying the traits of a professional employee at all times, regardless of circumstances.
- 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.
- Demonstrates integrity in difficult and challenging situations.
- Demonstrates respect for and adherence to all protocol and requirements for school, division and state student assessments.
- Serves as a role model for students in dress, behavior, and speech.

**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/Recommendations (may include data review):**

Teacher’s Name ______________________________________________________________

Teacher’s Signature _______________________________________ Date _______________

Observer’s Name ______________________________________________________________

Observer’s Signature ______________________________________ Date ____________
## Pre-Observation Conference Record

Teacher: ___________________________  School: ___________________________
Grade/Subject: _______________________  School Year: _______________________
Conference Date: _____________________  Evaluator: _________________________

<table>
<thead>
<tr>
<th>Inquiries</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the lesson that will be observed.</td>
<td></td>
</tr>
<tr>
<td>• The minimum length for an observation is 35 minutes. Would you like me to stay longer based on the lesson you have planned?</td>
<td></td>
</tr>
<tr>
<td>• What have/will you have done instructionally with students in the days prior to the observation?</td>
<td></td>
</tr>
<tr>
<td>2. Describe the population of the class.</td>
<td></td>
</tr>
<tr>
<td>3. What will be observed?</td>
<td></td>
</tr>
<tr>
<td>4. What instructional methods will be used?</td>
<td></td>
</tr>
<tr>
<td>5. What would you like to be highlighted in this lesson?</td>
<td></td>
</tr>
<tr>
<td>6. What do you believe to be any areas of concern?</td>
<td></td>
</tr>
</tbody>
</table>
## Teacher Documentation Log Cover Sheet

**Teacher:**

**School Year:** _______ - _______

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>Evidence of providing relevant learning experiences</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td>Evidence of using data about student learning to guide planning and instruction</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>3. Instructional Delivery</td>
<td>Evidence of meeting individual learning needs by using a variety of instructional strategies</td>
<td>Can include: • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Required Item</td>
<td>Examples of Evidence</td>
<td>Evidence Included</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>Evidence of the use of baseline and periodic assessments</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td>Evidence of providing a respectful, positive, safe student centered environment conducive to learning</td>
<td>Can include:  - 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</td>
<td></td>
</tr>
</tbody>
</table>
### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Professionalism</td>
<td>Evidence of:</td>
<td>Can include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commitment to</td>
<td>• Record of participation in extracurricular activities and events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional</td>
<td>• Record of professional development taken or given</td>
<td></td>
</tr>
<tr>
<td></td>
<td>growth</td>
<td>• Examples of collaborative work with peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Parent Communication Log</td>
<td>• Evidence of communication with students, families, colleagues and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Copy of classroom newsletter or other parent information documents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sample copy of interim reports</td>
<td></td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td>*Student Progress Goal Setting Form</td>
<td>Student Achievement Goal Setting Document – Revised at midterm and end of year</td>
<td></td>
</tr>
</tbody>
</table>

* indicates a required item
Caroline County Public Schools Teacher Performance Evaluation System

Communication Log

Teacher: ________________________________  School Year: _______ - _______

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Purpose</th>
<th>Mode</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conference</td>
<td></td>
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<td></td>
<td></td>
<td>Email</td>
<td></td>
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<td></td>
<td></td>
<td>Note/Letter</td>
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<td></td>
<td></td>
<td></td>
<td>Telephone</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Conference</td>
<td></td>
</tr>
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<td></td>
<td></td>
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## Professional Development Log

**Teacher:** ____________________________  **School Year:** ______ - ______

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## Grade K-2 Student Survey

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

Teacher ______________________ Date ______________________

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<tr>
<th>Statement</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. My teacher listens to me.</td>
<td>☺️</td>
<td>☹️</td>
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<td>2. My teacher gives me help when I need it.</td>
<td>☺️</td>
<td>☹️</td>
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<td>3. I learn new things in my class.</td>
<td>☺️</td>
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<td>4. I know what the rules are in my class.</td>
<td>☺️</td>
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<td>5. I am able to do the work my teacher gives me.</td>
<td>☺️</td>
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<td>6. I am happy when I am in class.</td>
<td>☺️</td>
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*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.

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<th>Teacher</th>
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<table>
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<tr>
<th>My teacher listens to me.</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
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<tr>
<td>My teacher gives me help when I need it.</td>
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<tr>
<td>I am able to do the work given to me.</td>
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<td>Students are respectful to each other in my class.</td>
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<td>I feel free to ask and answer questions.</td>
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<td>My teacher helps me understand things when I make mistakes.</td>
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<td>My teacher shows respect to all students.</td>
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<td>My teacher helps me to be organized.</td>
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</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher shows us how to do new things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher uses many ways to teach.</td>
<td></td>
<td></td>
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<td>*</td>
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<td></td>
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<tr>
<td>*</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>My teacher gives clear instructions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me to be organized.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The amount of homework in this class is about right.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher returns my work within a few days.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher sets high learning standards for the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me outside of class time when needed.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher handles classroom disruptions well.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher is respectful to my culture.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I feel my teacher values me as a person.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable sharing my ideas in class.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

*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.

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

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

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

Comments:
Student Survey Summary

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.)
Probationary Teacher Interim Performance Report

Teacher ___________________________  School Year(s) ________________
Grade/Subject ______________________  School _______________________

Directions: Evaluators use this form to maintain a record of evidence documented for each teacher performance standard for probationary teachers. 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:**

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

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

**Comments:**

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

- Engages and maintains students in active learning.
- Builds upon students’ existing knowledge and skills.
- Differentiates instruction to meet the students’ needs.
- Reinforces learning goals consistently throughout lessons.
- Uses 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

☐ Evident ☐ Not Evident

☐ 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, culturally sensitive, 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 an open, honest, 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.
- Avoids gossip, sarcasm, and open disregard for school policies and supervisors by exemplifying the traits of a professional employee at all times, regardless of circumstances.
- 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.
- Demonstrates integrity in difficult and challenging situations.
- Demonstrates respect for and adherence to all protocol and requirements for school, division and state student assessments.
- Serves as a role model for students in dress, behavior, and speech.

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 probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Performance Standard 1: Professional Knowledge

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: ☐ ☐ ☐ ☐
Performance Standard 2: Instructional Planning

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</td>
<td>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Performance Standard 3: Instructional Delivery

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher’s instruction inadequately addresses students’ learning needs.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### Performance Standard 5: Learning Environment

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient/Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</td>
<td>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</td>
<td>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

### Comments:

### Performance Standard 7: Student Academic Progress

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient/Effective</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>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.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

### Comments:
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 Effective

☐ Developing/Needs Improvement

☐ Unacceptable (Due to three or more Developing/Needs Improvement or one or more Unacceptable ratings on performance standards)

Employee’s Signature/Date  Administrator’s Signature/Date
# Performance Improvement Plan

Teacher: ___________________________  School: ___________________________

Grade/Subject: ___________________________  School Year: ______ - ______

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

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 Plan¹:

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Dates²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Final recommendation based on outcome of Improvement Plan:

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

Evaluator’s Signature/Date Reviewed  Teacher’s Signature/Date Reviewed

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

---

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

² 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
References


Endnotes


5 Marzano et al., 1993.


13 Covino & Iwanicki, 1996.


CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: First Reading: revision to Grading Policy

RECOMMENDATION: First Reading

RATIONALE: A revision to the Scholastic Ranking of Pupils- Reg. 1 – Calculations of Class Ranking File IKC-R is recommended. This revision will reduce the amount of time a student has to drop a course without penalty and miss instructional time if the student decides to enroll in another course.

The proposed revision is attached with strikethroughs and italics for the changes.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A

Rebecca B. Broaddus
Signature
SCHOLASTIC RANKING OF PUPILS - REG. 1 - CALCULATIONS OF CLASS RANKING

1. Calculating the Grade Point Average (GPA)
   
a. Grade Point Average

   The Grade Point Average (GPA) of each student is based upon a four point system. If a course is taken for credit toward a Standard Diploma, a Standard Technical Diploma, an Advanced Studies Diploma, or an Advanced Technical Diploma the grade will be converted to a grade point system and averaged.

b. Dropping a Course

   i. If a student drops a course within the first grading period (first nine weeks for year long course or four and a half weeks for semester or block schedule course), four and a half weeks for a year long course or two weeks for a semester or block schedule course, no grade will be recorded on the student transcript and it will not affect the GPA.

   ii. After the first grading period (first nine weeks for year long course or four and a half weeks for semester or block schedule course) four and a half weeks for a year long course or two weeks for a semester or block schedule course, if a student drops a course and is currently passing the course he/she will receive a WP (Withdraw Passing) for that course. A WP will be recorded on the transcript.

   iii. After the first grading period (first nine weeks for year long course or four and a half weeks for semester or block schedule course) four and a half weeks for a year long course or two weeks for a semester or block schedule course, if a student drops a course and is currently failing the course he/she will receive a WF (Withdraw Failing) for that course. A WF will be recorded on the transcript and will be used to determine the GPA.

c. Retaking a Course

   If a student retakes a course the GPA is calculated with the grade that was received the last time it was retaken. The transcript will record the grades of the previous attempts at the course, but only the most current attempt will be counted toward the GPA.

d. Assignment of Grade Points

   i. In order to receive grade points the student must be eligible to receive a Standard, a Standard Technical, an Advanced, or an Advanced Technical Diploma.
ii. Every grade earned with the exception of a WP, in an unweighted course will be converted to grade points as follows:

- A+ = 4.3
- A  = 4.0
- B+ = 3.3
- B  = 3.0
- C+ = 2.3
- C  = 2.0
- D+ = 1.3
- D  = 1.0
- F  = 0   
- WF = 0
- WP = 0
- I  = 0

iii. Every grade earned, with the exception of a WP, in a weighted course will be converted to grade points as follows:

- A+ = 5.3
- A  = 5.0
- B+ = 4.3
- B  = 4.0
- C+ = 3.3
- C  = 3.0
- D+ = 2.3
- D  = 2.0
- F  = 0   
- WF = 0
- WP = 0
- I  = 0

e. Procedures for Computing Grade Point Average

i. All grades in all courses taken for credit that could be applied toward a Standard, a Standard Technical, an Advanced, or an Advanced Technical Diploma will be included in computing GPA. All WF's earned in all courses will be included in the GPA.

- This includes courses taken in summer school, approved online courses, or through other school divisions, and the most current attempt at retaking a course.
-This does not include any classes that are audited.

ii. The grade point average will be determined by dividing the total number of grade points earned by the total number of units earned plus any possible units of credit that could have been earned in courses that the student earned a grade of WF or F if the course is not repeated and a higher grade is earned.

2. Procedures for Computing Class Rank

a. Class rank of the senior class will be determined when all senior grades have been submitted.
b. Class rank is based upon the students accumulative GPA.
c. If two students have the same accumulative GPA they will have the same class ranking.
d. Final ranking and GPA configuration will be generated by the school division's student data management system. Any challenges to a GPA or class rank can be submitted to the building principal.

3. Academic Recognitions for Seniors

a. Cum Laude- cumulative grade point average of 3.75 or higher
b. Magna Cum Laude- cumulative grade point average of 4.0 or higher
c. Summa Cum Laude- cumulative grade point average of 4.25 or higher

Revised- July 11, 2011
CAROLINE COUNTY PUBLIC SCHOOL BOARD MEETING

July 9, 2012

SUBJECT: Introduction to the Uniform Performance Standards for Principals

RECOMMENDATION: Informational

RATIONALE: On February 23, 2012 the Virginia Board of Education adopted the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals for implementation by July 1, 2013. School Boards have the option to use these prior to July 1, 2013. During the 2012-2013 school year, these standards will be implemented as a pilot evaluation system and the document will be revised with input from principals, administrators and teachers. A copy of the document has been provided for your reference.

BUDGET CATEGORY: N/A

ESTIMATED COST: N/A
Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals

Approved by the Virginia Board of Education on February 23, 2012, to become effective July 1, 2013. *

*The Virginia Board of Education approved the document Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, to become effective on July 1, 2013; however, school boards and divisions are authorized to implement the standards prior to July 1, 2013.
Acknowledgements

The Virginia Department of Education expresses appreciation to the members of the Virginia Principal Evaluation Work Group for their invaluable input and support of the project.

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Part 1: Introduction

Why Good Evaluation is Necessary

Principal evaluation matters because school leadership matters. In fact, “school leadership is frequently described as the key element of a high-quality school, and stories of the inspirational and effective principal are plentiful and oft-repeated.” Research in the field has consistently revealed that school leadership has an important impact on student achievement gains or progress over years. In addition to its impact on student achievement, research also indicates that effective school leadership has significant positive effect on student attendance, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy. Evaluation systems must be of high quality if we are to discern whether our principals are of high quality. The role of a principal requires a performance evaluation system that acknowledges the complexities of the job. Principals have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the principals with the support, recognition, and guidance they need to sustain and improve their efforts.

Because principals are so fundamentally important to school improvement and student success, improving the evaluation of principal performance is particularly relevant as a means to recognize excellence in leadership and to advance principal effectiveness. A meaningful evaluation focuses on professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well documented. Goldring and colleagues noted that when the process of evaluation is designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:

- as a benchmarking and assessing tool to document the effectiveness of principals for annual reviews and compensation;
- as a targeting tool to help principals focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to principals, identify areas in need of improvement, and enable principals to make informed individualized decisions regarding professional development in order to bridge the gap between current practices and desired performance; and
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger schoolwide improvement.

Problems with Current Evaluation Systems

Unfortunately, even though a principal’s effectiveness is recognized as an important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making. The result is that it is difficult to distinguish among poor, average,
A comprehensive review of principal leadership evaluation practices in the United States indicated that although states and divisions focused on a variety of performance areas (such as management, external environment, or personal traits) when evaluating their principals, they had very limited coverage of leadership behaviors that ensured rigorous curriculum and quality instruction, which are linked with schoolwide improvement for student learning, the ultimate purpose of schooling.\(^9\) When examining the process of principal evaluation more closely, it was found that the usual practices of principal evaluation lacked justification and documentation in terms of the utility, psychometric properties, and accuracy of the instruments.\(^10\) Ginsberg and Thompson commented that “the state of research on principal evaluation emphasizes the lack of empirically supported information about best practices.”\(^11\)

Other flaws in the current principal evaluation process include:

- an absence of meaningful and timely feedback from evaluation to most principals;
- a lack of impact and consequence of evaluation;
- an absence of clear communication of criteria and standard protocols in principal evaluation;
- a lack of relevance of the evaluation to enhance principal motivation and improve performance;\(^12\) and
- inconsistencies in evaluation instruments that do not align with professional standards, which could produce role conflict and subsequent role strain as principals find it challenging to comprehend what they should focus their attention on.\(^13\)

**Importance of Recognizing Principal Effectiveness**

Characterizing principal effectiveness is important because there is a substantial relationship between the quality of the principal and student achievement. Principal leadership plays an important role in the selection, support, and success of school-level instructional process.\(^14\) Waters, Marzano, and McNulty conducted a meta-analysis of research on effects of principal leadership practices on student achievement.\(^15\) After analyzing studies conducted over a 30-year period, they found that the effectiveness of a school’s leadership is significantly associated with increased student academic performance. For instance, a number of leader behaviors related to vision, such as establishing clear goals and fostering shared beliefs, were associated with student learning. They found the average effect size between leadership and student achievement is .25. That means a one standard deviation improvement in leadership effectiveness can translate into an increase of ten percentile points in student achievement on a standardized, norm-referenced test. It is important to recognize that effective principals influence student learning, either directly or indirectly. It is also important to understand the ways and means by which principals influence their schools’ educational programs. Therefore, a rigorous principal evaluation system should be able to discriminate the performance of principals and provide informative feedback for improvement.
Purposes of Evaluation

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

- optimize student learning and growth;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of the school division;
- provide a basis for leadership improvement through productive principal performance appraisal and professional growth; and
- implement a performance evaluation system that promotes collaboration between the principal and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.\(^{16}\)

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the principal performance standards;
- a focus on the relationship between principal performance and improved student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases principals’ involvement in the evaluation process; and
- a support system for providing assistance when needed.\(^{17}\)

Purposes of this Document

This document was developed specifically for use with school principals and assistant principals. For the purpose of this document the term principal will be used to reference both principals and assistant principals. The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems.

The Code of Virginia requires (1) that principal evaluations be consistent with the performance objectives (standards) set forth in the Board of Education’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents and (2) that school boards’ procedures for evaluating principals and assistant principals address student academic progress.

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

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

Section 22.1-294. (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented “as is” or used to refine existing local principal evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Code of Virginia* requires that school boards’ procedures for evaluating principals address student academic progress. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighting the first six standards equally at 10 percent each, and the seventh standard, Student Academic Progress, account for 40 percent of the summative evaluation.
Part 2: Uniform Performance Standards for Principals

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

Defining Principal Performance Standards

Clearly defined professional responsibilities constitute the foundation of the principal performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both principals and evaluators (i.e., superintendent, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

Performance Standards

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

<table>
<thead>
<tr>
<th>1. Instructional Leadership</th>
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<tbody>
<tr>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
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<table>
<thead>
<tr>
<th>2. School Climate</th>
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<tbody>
<tr>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
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<th>3. Human Resources Management</th>
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<tr>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
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<th>4. Organizational Management</th>
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<tr>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
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<tr>
<th>5. Communication and Community Relations</th>
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<tbody>
<tr>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
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</table>

<table>
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<tr>
<th>6. Professionalism</th>
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<tr>
<td>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
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<tr>
<th>7. Student Academic Progress</th>
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<tbody>
<tr>
<td>The principal’s leadership results in acceptable, measurable student academic progress based on established standards.</td>
</tr>
</tbody>
</table>

**Performance Indicators**

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which principals are meeting each standard. This helps principals and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Evaluators and principals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. **Performance ratings are made at the performance standard level, NOT at the performance indicator level.** Additionally, it is important to document a principal’s performance on each standard with evidence generated from multiple performance indicators. Sample performance indicators for each of the performance standards follow.
# Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

## Sample Performance Indicators

Examples may include, but are not limited to:

### The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.
Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.
**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

- 3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.
Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
- 4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.
# Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

## Sample Performance Indicators

*Examples may include, but are not limited to:*

### The principal:

- **5.1** Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- **5.2** Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- **5.3** Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- **5.4** Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- **5.5** Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- **5.6** Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- **5.7** Provides a variety of opportunities for parent and family involvement in school activities.
- **5.8** Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- **5.9** Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- **5.10** Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.
Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.
**Performance Standard 7: Student Academic Progress**

*The principal’s leadership results in acceptable, measurable student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

| 7.1 | Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress. |
| 7.2 | Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement. |
| 7.3 | Communicates assessment results to multiple internal and external stakeholders. |
| 7.4 | Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies. |
| 7.5 | Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes. |
| 7.6 | Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals. |
| 7.7 | Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders. |
| 7.8 | Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines. |
| 7.9 | Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks. |
| 7.10 | Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes. |

**Note:** Performance Standard 7: If a principal effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia principal 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. Trend analysis should be used where applicable.
Part 3: Documenting Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the principal’s work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on principal performance.

Figure 3.1: Suggested Documentation Sources for Principal Evaluation

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Self-Evaluation</td>
<td>Self-evaluation reveals principals’ perceptions of their job performance. Results of a self-evaluation should inform principals’ personal goals for professional development.</td>
</tr>
<tr>
<td>Informal Observation/School Site Visits</td>
<td>Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.</td>
</tr>
<tr>
<td>Portfolio/Document Log</td>
<td>Portfolios/document logs provide documentation generated by principals as evidence of meeting the seven performance standards.</td>
</tr>
<tr>
<td>Teacher/Staff Survey</td>
<td>Climate surveys provide information to principals about perceptions of job performance. The actual survey responses are seen only by the principal who prepares a survey summary for inclusion in the portfolio/document log.</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Principals, in conjunction with their evaluators, set goals for professional growth and school improvement.</td>
</tr>
</tbody>
</table>

Note: All recommended data sources may not always be necessary in a principal evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs.

To address the contextual nature of the principal’s job, each principal should provide a school profile narrative to his or her evaluator. This may be done via the Student Academic Progress Goal Setting Form. It is strongly recommended that the principal also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether a principal is meeting the performance standards may be evidenced through multiple data sources. Figure 3.2 shows the alignment of performance standards by data sources.
**Figure 3.2: Aligning Multiple Data Sources with Performance Standards**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td>/</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. School Climate</td>
<td>/</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Human Resources Management</td>
<td>/</td>
<td>X</td>
<td>X</td>
<td>/</td>
<td>X</td>
</tr>
<tr>
<td>4. Organizational Management</td>
<td>/</td>
<td>/</td>
<td>X</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>5. Communication and Community Relations</td>
<td>/</td>
<td>X</td>
<td>X</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>/</td>
<td>X</td>
<td>/</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td></td>
<td>X</td>
<td>/</td>
<td>/</td>
<td>X</td>
</tr>
</tbody>
</table>

* Survey summaries are part of the portfolio/documentation log.  
  X = Primary Data Source  / = Secondary Data Source

Evaluators may choose to use the *Formative Assessment Form* at the end of the chapter to document evidence from any of these sources.

**Self-Evaluation**

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his or her performance, effects, knowledge, and beliefs for the purpose of self-improvement.\textsuperscript{18} By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.\textsuperscript{19} Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. Furthermore, self-evaluation can help a principal to target areas for professional development. A sample *Principal Self-Evaluation Form* is provided on the following pages.
SAMPLE Principal Self-Evaluation Form

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

Principal: ________________________________ Date: __________________

<table>
<thead>
<tr>
<th>1. Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
<tr>
<td>Areas of strength:</td>
</tr>
<tr>
<td>Areas needing work/strategies for improving performance:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
</tr>
<tr>
<td>Areas of strength:</td>
</tr>
<tr>
<td>Areas needing work/strategies for improving performance:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Human Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.</td>
</tr>
<tr>
<td>Areas of strength:</td>
</tr>
<tr>
<td>Areas needing work/strategies for improving performance:</td>
</tr>
</tbody>
</table>
### 4. Organizational Management
*The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.*

**Areas of strength:**

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

### 5. Communication and Community Relations
*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Areas of strength:**

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

### 6. Professionalism
*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Areas of strength:**

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

### 7. Student Academic Progress
*The principal’s leadership results in acceptable, measurable student academic progress based on established standards.*

**Areas of strength:**

**Areas needing work/strategies for improving performance:**
Informal Observation/School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by principals. Informal observations/school site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether principals are meeting the performance standards. Evaluators are encouraged to conduct multiple site visits to the principal’s school. During a site visit, evaluators should discuss various aspects of the job with the principal. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the principal reflect on his or her performance, which may provide insight into how the principal is addressing the standards. Such a discussion may also help the principal to think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators can use the principal’s responses to the questions to determine issues they would like to further explore with the principal’s faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school, and by having an honest, open discussion, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school changes. The site visit also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the Informal Observation/Site Visit Form on the following page. Following the site visit, evaluators should provide feedback to the principal.
SAMPLE Informal Observation/Site Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

Principal: ___________________________ Date: ___________________________
Evaluator: __________________________

1. Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:
• What opportunities have you created this year for collaboration among teachers?
• How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?
• How do you make sure curriculum standards are taught by the teachers and mastered by the students?
• How do you monitor teachers’ performance and provide constructive feedback to them?
• What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
• How do you involve the expertise of teacher leaders?

Comments:

Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Suggested Guiding Questions/Prompts:
• Please give some examples of the strategies you use to create and sustain a positive and safe learning environment in your school.
• What are the strategies you use to nurture and sustain a climate of trust in your school?
• Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
• What are the internal and external factors that you perceive are affecting your school?
• How have you strived this year to make the school environment more academically rigorous?

Comments:
### Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

**Suggested Guiding Questions/Prompts:**
- Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- How do you foster an atmosphere of professional learning among staff?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

**Comments:**

### Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

**Suggested Guiding Questions/Prompts:**
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?

**Comments:**
**Performance Standard 5: Communication and Community Relations**
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

**Suggested Guiding Questions/Prompts:**
- How do you engage in open dialogue with multiple stakeholders from the larger school community?
- How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

**Comments:**

<table>
<thead>
<tr>
<th>Performance Standard 6: Professionalism</th>
</tr>
</thead>
</table>
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

**Suggested Guiding Questions/Prompts:**
- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?

**Comments:**
Performance Standard 7: Student Academic Progress
The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Suggested Guiding Questions/Prompts:
• What is the goal setting process in your school for student academic achievement?
• Please give some examples of the goals your school has set this year that are directly associated with student achievement.
• Please explain how interventions are designed and implemented to support student learning.
• What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?
• How do you empower teachers to be truly engaged in improving student success?

Comments:

Evaluator’s Signature ____________________________ Date ____________________________
**Portfolio/Document Log**

School divisions should consider a version of a portfolio or document log to best fit their needs. Artifacts of a principal’s performance can serve as a valuable and insightful data source for documenting the work that principals actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the principals’ own documentation of their work by various names, but the purpose is essentially the same – to provide evidence of leadership excellence.

Documentation provides evaluators with information related to specific standards and provides principals with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a principal’s effort to document exemplary performance, can show continuing work at a proficient level, or can demonstrate progress in response to a previously identified deficiency.

Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Within that binder or folder, principals may organize the material in any way they see fit; however, the emphasis should be on the quality of work, not the quantity of materials presented.

**Portfolios**

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 broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the principal. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting performance standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. The portfolio is an official document that is maintained by the principal and reviewed periodically by the evaluator. It is the property of the principal and follows the principal when work assignments change. The division should provide the guidelines for the portfolio and may provide the physical notebook, cover, and dividers if it is to be submitted in hard copy.

A sample of the table of contents for a portfolio is provided on the next page. The principal may complete a table of contents for each performance standard including the activity names and any comments and place the artifacts immediately behind it.
### SAMPLE Portfolio Table of Contents

<table>
<thead>
<tr>
<th>Standard _____</th>
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<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Principal Comments (Optional)</th>
</tr>
</thead>
<tbody>
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</table>
**Document Logs**

Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division.

A sample *Documentation Cover Sheet* is provided on the following page. This sheet is designed to help a principal organize documents. Also, the sheet provides examples of the types of material a principal might consider providing to show evidence of proficiency in the seven performance standards.

While the preceding paragraphs have referred to the principal providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the principal’s performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation* section (informally observing the principal during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the principal’s own documentation when making formative and summative assessments. As such, evaluators should write comments related to their own documentation on the *Formative Assessment Form* or the *Summative Assessment Form*, as applicable.
SAMPLE Documentation Cover Sheet

Directions: The principal should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation also may need to be supplemented with conversation, discussion, and/or annotations to clarify the principal’s practice and process for the evaluator.

Principal: ________________________________

School: ____________________________ School Year: __________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>Documentation Included</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>The principal fosters the success of all</td>
<td></td>
</tr>
<tr>
<td>students by facilitating the development,</td>
<td></td>
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<tr>
<td>communication, implementation, and</td>
<td></td>
</tr>
<tr>
<td>evaluation of a shared vision of teaching</td>
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</tr>
<tr>
<td>and learning that leads to student academic</td>
<td></td>
</tr>
<tr>
<td>progress and school improvement.</td>
<td></td>
</tr>
<tr>
<td><strong>2. School Climate</strong></td>
<td></td>
</tr>
<tr>
<td>The principal fosters the success of all</td>
<td></td>
</tr>
<tr>
<td>students by developing, advocating, and</td>
<td></td>
</tr>
<tr>
<td>sustaining an academically rigorous,</td>
<td></td>
</tr>
<tr>
<td>positive, and safe school climate for all</td>
<td></td>
</tr>
<tr>
<td>stakeholders.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Human Resources Management</strong></td>
<td></td>
</tr>
<tr>
<td>The principal fosters effective human</td>
<td></td>
</tr>
<tr>
<td>resources management by assisting with</td>
<td></td>
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<tr>
<td>selection and induction, and by supporting,</td>
<td></td>
</tr>
<tr>
<td>evaluating, and retaining of quality</td>
<td></td>
</tr>
<tr>
<td>instructional and support personnel.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Organizational Management</strong></td>
<td></td>
</tr>
<tr>
<td>The principal fosters the success of all</td>
<td></td>
</tr>
<tr>
<td>students by supporting, managing, and</td>
<td></td>
</tr>
<tr>
<td>overseeing the school’s organization,</td>
<td></td>
</tr>
<tr>
<td>operation, and use of resources.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Communication and Community Relations</strong></td>
<td></td>
</tr>
<tr>
<td>The principal fosters the success of all</td>
<td></td>
</tr>
<tr>
<td>students by communicating and collaborating</td>
<td></td>
</tr>
<tr>
<td>effectively with stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>
6. **Professionalism**  
*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

7. **Student Academic Progress**  
*The principal’s leadership results in acceptable, measurable student academic progress based on established standards.*

**Suggested documentation that may be included:** *(This list is intended to provide examples and will vary based on the school’s unique characteristics.)*

1. **Instructional Leadership:** school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with *Standards of Accreditation*; program development; staff development plan; school committees and members.

2. **School Climate:** monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.

3. **Human Resources Management:** staff evaluation schedule including observation schedule; evidence of teachers and staff serving as leaders in the school, school division, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.

4. **Organizational Management:** building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; career and technical education compliance; special education compliance; long-range goals; short-range goals.

5. **Communication and Community Relations:** faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; Web site link; completion of annual school safety audit; Safe School’s committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.
6. **Professionalism**: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.

7. **Student Academic Progress**: analysis of grades for the marking period; documentation of meeting established annual goals (e.g., school improvement plan); student growth percentile data, if available and appropriate; data on student achievement from other valid, reliable sources (e.g., percent of students taking the SATs, pattern of improvement in advanced pass rate on Standards of Learning assessments, etc. *See listing in the Goal Setting section of this document.*).
Teacher/Staff Surveys

Surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the principal’s performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the principal set goals for continuous improvement (i.e., for formative evaluation)—in other words, to provide feedback directly to the principal for professional growth and development. Teacher/staff surveys also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Principals should administer annual teacher/staff surveys according to school division guidelines during a specified time period (for example, the second nine weeks). The principal will retain sole access to the teacher/staff surveys; however, the principal will provide a summary of the surveys to the evaluator as part of the portfolio/document log.

The survey asks teachers/staff to report on items that they have directly experienced. The survey questions address the first six of the leader performance standards. At the principal’s discretion, additional questions may be added to the survey. The table of specifications in Figure 3.3 illustrates the alignment between the survey items and performance standards.

**Figure 3.3: Table of Specifications**

<table>
<thead>
<tr>
<th>Principal Performance Standards</th>
<th>Survey Item #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Instructional Leadership</td>
<td>1, 3, 10, 13, 18</td>
</tr>
<tr>
<td>2 - School Climate</td>
<td>7, 11, 14, 22</td>
</tr>
<tr>
<td>3 - Human Resources Management</td>
<td>4, 5, 12, 15, 21, 22</td>
</tr>
<tr>
<td>4 - Organizational Management</td>
<td>6, 7, 8, 9, 10, 16, 20</td>
</tr>
<tr>
<td>5 - Communication and Community Relations</td>
<td>2, 17, 20, 21, 23</td>
</tr>
<tr>
<td>6 - Professionalism</td>
<td>11, 19, 24, 25</td>
</tr>
</tbody>
</table>
**SAMPLE Teacher/Staff Survey**

Principal’s Name: __________________________ Date: __________________

Survey Respondent is:  □ Teacher/Instructional Staff  □ Support Staff

**Directions:** Please respond to each statement fairly to help the principal improve his/her performance. If an area is marked with a D, please provide a written explanation. The principal will tally the results and share them with his/her immediate supervisor.

**Key:**  E – Exceeds expectations of performance  M – Meets expectations of performance  
D – Demonstrates unacceptable performance  N – No basis for judgment

<table>
<thead>
<tr>
<th>The principal…</th>
<th>E</th>
<th>M</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is interested in building a quality school which provides quality education.</td>
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<tr>
<td>2. Maintains open lines of communication with employees.</td>
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<tr>
<td>3. Visits my classroom or work space.</td>
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<tr>
<td>4. Makes helpful recommendation to me for improvement of performance.</td>
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<tr>
<td>5. Carries out the evaluation program as it is outlined.</td>
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<td>6. Uses judgment, creativity, and logical thinking in solving problems.</td>
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<tr>
<td>7. Initiates change for the good of students and for the running of the school.</td>
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<tr>
<td>8. Balances curricular and co-curricular assignments/duties.</td>
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<td>9. Procures needed materials and equipment.</td>
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<tr>
<td>10. Involves teachers appropriately in decision-making.</td>
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<tr>
<td>11. Treats all teachers fairly.</td>
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<tr>
<td>12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.</td>
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<tr>
<td>13. Keeps class interruptions to a minimum.</td>
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<tr>
<td>14. Assists in the supervision of students in the halls and cafeteria.</td>
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<tr>
<td>15. Seeks teacher recommendations for meaningful in-service programs.</td>
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<tr>
<td>16. Keeps paperwork to a minimum.</td>
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<tr>
<td>17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.</td>
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<tr>
<td>18. Gives leadership in the improvement of instruction.</td>
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<tr>
<td>19. Keeps current on educational research and trends.</td>
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<tr>
<td>20. Involves teachers in developing the biannual school plan.</td>
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</tr>
<tr>
<td>22. Builds/maintains desirable morale level among teachers.</td>
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<td></td>
</tr>
<tr>
<td>23. Listens to the views of parents and other citizens and implements their recommendations when feasible.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Displays a pleasant disposition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Earns respect from teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a Questions adapted from prior work with Orange County Public Schools*
COMMENTS:
SAMPLE Survey Summary Form

Principal’s Name: __________________________               Date: ______________
School: ________________________________               School Year: _____ - _____

Directions: Principals should tabulate and analyze the teacher/staff surveys and provide a summary of the results. This should be included as part of the principal’s documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? ___________%

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

   A) What did teachers/staff perceive as your major strengths?

   B) What did teachers/staff perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?
### SAMPLE Formative Assessment Form

**Note:** The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

**Directions:** Use this form to comment on evidence related to the standards from discussions with the principal, site visitations, student academic progress and achievement data, and documentation provided by the principal. Evaluators may use multiple formative assessment forms, as applicable.

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

#### Sample Performance Indicators

Examples may include, but are not limited to:

**The principal:**

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

**Comments:**
### Performance Standard 2: School Climate

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- **2.1** Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- **2.2** Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- **2.3** Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- **2.4** Models and inspires trust and a risk-tolerant environment by sharing information and power.
- **2.5** Maintains a collegial environment and supports the staff through the stages of the change process.
- **2.6** Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- **2.7** Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- **2.8** Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
- **2.9** Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- **2.10** Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- **2.11** Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

#### Comments:
Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

Comments:
Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

Comments:
Performance Standard 5: Communication and Community Relations
*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**
*Examples may include, but are not limited to:*

**The principal:**
- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff, and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Comments:**
<table>
<thead>
<tr>
<th>Performance Standard 6: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples may include, but are not limited to:</em></td>
</tr>
</tbody>
</table>

**The principal:**

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

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

The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

1. Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.
2. Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.
3. Communicates assessment results to multiple internal and external stakeholders.
4. Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
5. Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.
6. Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.
7. Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
8. Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.
9. Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.
10. Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

#### Comments:

**Commendations:**

**Areas of Growth:**

Evaluator’s Signature ___________________________ Date ____________
Part 4: Connecting Principal Performance to Student Academic Progress

Research in the field has consistently revealed that school leadership has an impact on student achievement gains or progress over years.\textsuperscript{20} Simply stated, a school with strong leadership can have a positive effect on student learning, whereas a school with ineffective leadership can negatively affect student achievement.\textsuperscript{21} Research also strongly supports the argument that ineffective teachers negatively impact students’ learning while effective teachers lead to higher student achievement growth. Principals represent a key component in this equation as they are charged with supporting and accurately evaluating teachers, and in many cases, are directly responsible for selecting and retaining them. Using measures of student academic progress to inform principal evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement, and principals have a direct impact on teacher quality.

Why Connect Principal Performance to Student Academic Progress?

There are many reasons for including student academic progress as part of the principal evaluation process.

- Principals have an indirect, but powerful, influence on student achievement. The effect is most apparent through principals’ influence on those who directly interact with students in instructional settings.\textsuperscript{22}
- Principals influence student achievement through their leadership style\textsuperscript{23} and their influence on school climate.\textsuperscript{24}
- Principals of schools with high student achievement empower teachers to focus on student achievement and to make their own decisions in the classroom.\textsuperscript{25}
- A strong leader committed to education is a common element in schools with at-risk populations that exceed expectations for student achievement.\textsuperscript{26}

Implementation Concerns

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. When deciding to include student academic progress in principal evaluation, divisions need to be aware of several implementation concerns:

- The increased focus on using student learning measures in principal evaluation may be new for some principals and their evaluators. Thus, there may be initial concerns to this change in evaluation practices.
- Testing programs in many states and school divisions do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.
- While the Virginia Department of Education has developed the capability to calculate student growth percentiles, they will only be calculated for teachers of grades 4-8 in reading and mathematics and in Algebra I through grade 9.
Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Section 22.1-294 of the Code of Virginia (Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position) states, in part, the following:

B. Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance objectives set forth in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents as provided in § 22.1-253.13:5 and that includes, among other things, an assessment of such administrators’ skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. The division superintendent shall implement such performance evaluation process in making employment recommendations to the school board pursuant to § 22.1-293.

Methods for Connecting Student Performance to Principal Evaluation

The Uniform Performance Standards and Evaluation Criteria incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student academic progress account for 40 percent of a principal’s summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. For elementary and middle school principals:
   - At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.27
   - Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. Note: Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

3. For high school principals: The entire 40 percent of the principal evaluation should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.
Student Growth Percentiles

Student growth percentiles (SGPs) provide student-level progress information for students. SGPs range from 1 to 99, where higher numbers represent higher relative progress and lower numbers represent lower progress, relative to students who have similar SOL test scores in the past. The statistical method works independently of SOL performance levels. Therefore, nearly all students for whom a student growth percentile is available, 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.

SGPs describe the percentile for change in achievement, not absolute achievement. 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. For example, a student who earned an SGP of 90 on an SOL reading assessment earned a score that was as high as or higher than 90 percent of the other students statewide who had similar SOL score histories in reading. Only 10 percent of students with similar prior achievement histories earned higher scores. Similarly, a student who earned a student growth percentile of 25 on his/her mathematics SOL test earned a score that was as high or higher than 25 percent of the students statewide who had SOL score histories in mathematics, whereas 75 percent of students with similar SOL score histories earned higher scores.

For use in principal evaluation, it will be necessary for school divisions to aggregate the SGP data at the school level to determine a progress measure. The median SGP is the most appropriate single measure to determine typical growth in a school. The median SGP represents the midpoint in the distribution of student growth percentiles ─ half of students earned higher SGPs and half earned lower SGPs.

As shown in Table 1, VDOE has defined categories of growth levels to assist in interpreting the student growth percentile data.

Table 1: Recommended interpretation of median growth percentiles when used in principal performance evaluation

<table>
<thead>
<tr>
<th>Range of median student growth percentile</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 35</td>
<td>The majority of students demonstrated low growth</td>
</tr>
<tr>
<td>35 to 65</td>
<td>The majority of students demonstrated moderate or higher growth*</td>
</tr>
<tr>
<td>&gt; 65</td>
<td>The majority of students demonstrated high growth</td>
</tr>
</tbody>
</table>

* This recommendation should only be applied after reviewing the distribution of the data. When a group of students has a median SGP between 35 and 65 but most of the students actually fall in the high and low growth categories ─ with few showing moderate growth ─ there would be a different interpretation that must be reflected in the growth indicator.

---

These categories were chosen based on evidence that interpretive categories are more stable over time when three categories are used. Over time and with more experience with the data, school divisions may choose to use more categories (e.g., very low, low, moderate, high, very high) if evidence supports the reliability of the measure.

Before using the median SGP as 20 percent of a principal’s evaluation, it is important to determine whether sufficient student growth percentile data are available to apply to the evaluation. Minimum requirements for sufficient data are:

- Data from at least 40 students are available, possibly from multiple years;
- Data from students are representative of students in the school; and
- Data from at least two years are available; three years should be reviewed whenever possible.

Figure 4.1 shows how SGPs should be incorporated into principals’ performance evaluations when the above conditions are met. Note that when there are insufficient SGPs to be representative of students in the school, it may still be appropriate to use SGPs as one component of the evaluation of student academic progress but at a lower percentage; in such cases, other validated quantitative measures of growth should be incorporated.

---

Figure 4.1: Guidance for Incorporating Multiple Measures of Student Academic Progress into Principal Performance Evaluations

<table>
<thead>
<tr>
<th>Principal</th>
<th>Application of Student Growth Percentiles</th>
<th>Other Measures of Student Growth and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School and Middle School</td>
<td>20 percent of the total evaluation based on student growth percentiles*</td>
<td>20 percent of the total evaluation based on other measures of student academic progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</td>
</tr>
<tr>
<td>High School</td>
<td>Not applicable</td>
<td>40 percent of the total evaluation based on measures of student academic progress other than the SGP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. However, school improvement in absolute achievement can be used as an indicator for overall student academic progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goal setting should incorporate data from valid achievement measures (e.g., SOL assessment results, state benchmarks) that focus on school improvement whenever possible.</td>
</tr>
</tbody>
</table>

* When there are not sufficient SGPs to be representative of students in the school, it may be appropriate to use student growth percentiles as one component of the student academic progress standard but at less than 20 percent of the full evaluation, incorporating other validated quantitative measures of growth.

**Goal Setting**

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

In many cases, measures of student performance can be directly documented. A value-added or gain score approach can be summarized using the equation in Figure 4.2.
**Goal Setting Process**

Principals are responsible for setting professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school’s strategic plans that are developed and updated regularly. The number of goals set should not be so numerous that there are too many goals to reach; therefore, diminishing the resources and focus brought to reaching each goal. The evaluator and the principal meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The principal’s and school goals should be aligned with division goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The *Student Academic Progress Goal Setting Form* on the following pages may be used for developing and assessing each annual goal. Goals should be measured at the beginning of the year, at mid-year, and at the end of the year to determine the difference. In addition, there should be annual reporting and updates on annual goals and targets.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. Then, principals 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 principal creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 4.3 depicts these steps.

![Figure 4.3: Goal Setting Process](image)
**Examples of Measures of Student Academic Progress**

To be able to measure goal attainment, principals must identify valid measures of student academic progress appropriate to their school settings. Below are suggested focus areas for goal setting (not intended as an exhaustive list and each school division/school should determine valid measures that are appropriate for each unique school setting) that provide measures of student academic progress that focus on school improvement:

**Possible Examples of Measures**

- Pattern of improvement in SOL assessment pass rates
- Pattern of improvement in subgroup achievement on SOL assessments
- Pattern of improvement across grade levels on SOL assessments
- Decrease in achievement gaps between and among subgroups on SOL assessments
- Pattern of improvement in advanced pass rates on SOL assessments
- Decrease in the number/percent of children at risk of not learning to read by grade 3 (e.g., from fall to spring each year, reduce the percent of children failing to meet Phonological Awareness Literacy Screening [PALS] benchmarks for being on track to be proficient in reading by grade 3)
- Decrease in achievement gaps, as identified by PALS, between and among subgroups of students identified for reading intervention in grades K-2 and of students identified as meeting the High Benchmark status in spring of grade one
- Increase in the percentage of students meeting the PALS benchmark for Concept of Word in spring of kindergarten
- Increase in the percentage of students making at least one year’s growth in Instructional Oral Reading Level, as measured by PALS or other valid reading assessments, in grades one through three
- Increase in the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science
- Decrease in the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase in the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase in the percentage of English Learners (ELs) making progress or proficiency on the English Language Proficiency assessment and increase the percentage of ELs achieving proficiency on English/reading and mathematics SOL assessments
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading on grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Increase in examples of nonacademic core middle or high school classes or students receiving prestigious awards on a consistent basis (e.g., art, music, band, speech)
- Pattern of increased percentage of students who receive a high school diploma
- Increase in the number of students enrolled in college-level courses
- Pattern of increased number of students earning college credit while in high school
- Increase in the number/percentage of students in underperforming subgroups who enroll in college-level courses in high school
- Increase in the number/percentage of students in underperforming subgroups who earn college credit while in high school
- Increase in the number/percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Decrease in the percentage of students who leave eighth grade at risk of not graduating from high school with a Standard or Advanced Studies diploma
- Pattern of increased attainment of advanced diplomas
- Pattern of increased number of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase in the percent of students taking the SATs
- Increase in the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase in the number/percent of students involved in one or more extracurricular activities

Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.4) is a useful way to self-assess a goal’s feasibility and worth.
Figure 4.4: Acronym for Developing Goals

<table>
<thead>
<tr>
<th>Specific:</th>
<th>The goal is focused.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable:</td>
<td>An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td>Appropriate:</td>
<td>The goal is within the principal’s control to effect change.</td>
</tr>
<tr>
<td>Realistic:</td>
<td>The goal is feasible for the principal and/or school.</td>
</tr>
<tr>
<td>Time limited:</td>
<td>The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

Submission of the Goal Setting Form

Principals complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year principals are responsible for submitting their goals to their evaluator early in the school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all principals. At the evaluator’s discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the evaluator’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 evaluator, each principal is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A principal 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, evaluators and individual principals may extend the due date for the end-of-year reviews in order to include the current year’s data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.
**SAMPLE Student Academic Progress Goal Setting Form**

*Directions*: This form is a tool to assist principals in setting goals that result in measurable progress. There should be goals that directly relate to school improvement goals using student achievement results. All goals should address Standard 7: Student Academic Progress. Use a separate sheet for each goal.

Principal: ____________________________

School: ____________________________ School Year: ______________

Evaluator: ____________________________

<table>
<thead>
<tr>
<th>I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Content/Subject/Field Area (Describe the area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data.)</td>
</tr>
<tr>
<td>III. Baseline Data (What does the current data show?)</td>
</tr>
<tr>
<td>IV. Goal Statement (Describe what you want learners/program to accomplish.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>V. Means for Attaining Goal (Check the standard to which the strategies relate.)</td>
</tr>
<tr>
<td>☐ 1. Instructional Leadership</td>
</tr>
<tr>
<td>☐ 4. Organizational Management</td>
</tr>
<tr>
<td>☐ 6. Professionalism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Measurable By</th>
<th>Target Date</th>
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</tbody>
</table>
### VI. Mid-Year Review
(Describe goal progress and other relevant data.)

<table>
<thead>
<tr>
<th>Mid-year review conducted on</th>
<th>Initials</th>
<th>Admin. Eval.</th>
</tr>
</thead>
</table>

### VII. End-of-Year Data Results
(Describe accomplishments at the end of year.)

- Data attached

**Initial Goal Submission (due by __________ to the evaluator)**

Principal’s Signature: ____________________________ Date: __________

Evaluator’s Signature: ____________________________ Date: __________

**End-of-Year Review**

- [ ] Appropriate Data Received

**Did the strategies used and data provided demonstrate application of professional growth?**

- [ ] Yes  [ ] No

Principal’s Signature: ____________________________ Date: __________

Principal’s Name: ________________________________

Evaluator’s Signature: ____________________________ Date: __________

Evaluator’s Name: ________________________________
Part 5: Rating Principal Performance

The role of a principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of principals. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the division, other division administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

Some principal evaluation systems include an interim or annual review, especially for beginning principals, in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a Principal Interim/Annual Performance Report that indicates if a principal has shown evidence of each of the performance standards. The evaluator should share his or her assessment of the principal’s performance by a given date (for example, the last school day before winter break). Please note that the Principal Interim/Annual Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance. A sample Principal Interim/Annual Performance Report is provided on the next several pages. This form is optional, and its use should be decided on by the local school division.
SAMPLE Principal Interim/Annual Performance Report

Note: This is an optional report. Local school divisions should determine its use.

Directions: Evaluator use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations, portfolio/document log review, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Principal: ___________________________ Date: ______________

Evaluator: ___________________________

Strengths:

Areas of Improvement:

Principal’s Signature: ___________________________ Date: ______

Principal’s Name: ___________________________

Evaluator’s Signature: ___________________________ Date: ______

Evaluator’s Name: ___________________________
<table>
<thead>
<tr>
<th>Performance Standard 1: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples may include, but are not limited to:</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The principal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.</td>
</tr>
<tr>
<td>1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.</td>
</tr>
<tr>
<td>1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</td>
</tr>
<tr>
<td>1.4 Possesses knowledge of research-based instructional best practices in the classroom.</td>
</tr>
<tr>
<td>1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</td>
</tr>
<tr>
<td>1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.</td>
</tr>
<tr>
<td>1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.</td>
</tr>
<tr>
<td>1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.</td>
</tr>
<tr>
<td>1.9 Provides the focus for continued learning of all members of the school community.</td>
</tr>
<tr>
<td>1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.</td>
</tr>
<tr>
<td>1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.</td>
</tr>
<tr>
<td>1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).</td>
</tr>
<tr>
<td>1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.</td>
</tr>
</tbody>
</table>

**Comments:**

[ ] Evident  [ ] Not Evident
**Performance Standard 2: School Climate**
*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples may include, but are not limited to:</em></td>
</tr>
</tbody>
</table>

**The principal:**

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.

2.5 Maintains a collegial environment and supports the staff through the stages of the change process.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.

2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.

2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

**Comments:**

☐ Evident  ☐ Not Evident
## Performance Standard 3: Human Resources Management

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

### Comments:

☐ Evident  ☐ Not Evident
### Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

#### Sample Performance Indicators

Examples may include, but are not limited to:

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
- 4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

#### Comments:

☐ Evident  ☐ Not Evident
<table>
<thead>
<tr>
<th>Performance Standard 5: Communication and Community Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
</tr>
</tbody>
</table>

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- **5.1** Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- **5.2** Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- **5.3** Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- **5.4** Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- **5.5** Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- **5.6** Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- **5.7** Provides a variety of opportunities for parent and family involvement in school activities.
- **5.8** Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- **5.9** Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- **5.10** Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

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

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

- **6.1** Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.
- **6.2** Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.
- **6.3** Maintains a professional appearance and demeanor.
- **6.4** Models professional behavior and cultural competency to students, staff, and other stakeholders.
- **6.5** Maintains confidentiality.
- **6.6** Maintains a positive and forthright attitude.
- **6.7** Provides leadership in sharing ideas and information with staff and other professionals.
- **6.8** Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.
- **6.9** Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- **6.10** Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

#### Comments:

- [ ] Evident
- [ ] Not Evident
Performance Standard 7: Student Academic Progress

**The principal’s leadership results in acceptable, measurable student academic progress based on established standards.**

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Comments:**

☑ Evident ☐ Not Evident
**Summative Evaluation**

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all principals.

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

**Definitions of Ratings**

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “Exemplary” to “Unacceptable.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “Exemplary” and “Proficient”) and provides two levels of feedback for principals not meeting expectations (i.e., “Developing/Needs Improvement” and “Unacceptable”). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*
### Figure 5.1: Definitions of Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Cat.</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Exemplary                | The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress. | Exceptional performance:  
  - sustains high performance over the evaluation cycle  
  - empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate  
  - serves as a role model to others |
| Proficient               | The principal meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress. | Effective performance:  
  - consistently meets the requirements contained in the job description as expressed in the evaluation criteria  
  - engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate  
  - demonstrates willingness to learn and apply new skills |
| Developing/Needs Improvement | The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected or the principal’s performance is lacking in a particular area. The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress. | Below acceptable performance:  
  - requires support in meeting the standards  
  - results in less than expected quality of student academic progress  
  - requires principal professional growth be jointly identified and planned between the principal and evaluator |
| Unacceptable             | The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress. | Ineffective performance:  
  - does not meet the requirements contained in the job description as expressed in the evaluation criteria  
  - results in minimal student academic progress  
  - may contribute to a recommendation for the employee not being considered for continued employment |

**How a Performance Rubric Works**

Evaluators have two tools to guide their judgments for rating principals’ performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.
Sample Performance Indicators

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of principals and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all principals. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help principals focus on ways to enhance their leadership practices. Please note: The rating of “Proficient” is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.

Figure 5.2: Example of a Performance Rubric

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
<td>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.</td>
</tr>
<tr>
<td>The principal actively and consistently employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence.</td>
<td>Proficient is the expected level of performance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Performance Rubrics for Performance Standards**

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

<table>
<thead>
<tr>
<th><strong>Performance Standard 1: Instructional Leadership</strong></th>
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</thead>
<tbody>
<tr>
<td><em>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</em></td>
</tr>
</tbody>
</table>

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.
<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
<td>The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
<td>The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
</tbody>
</table>
### Performance Standard 2: School Climate

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

#### Exemplary

*In addition to meeting the requirements for Proficient...*

| The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. | **Proficient**

*Proficient is the expected level of performance.*

**The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.** | **Developing/Needs Improvement**

The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | **Unacceptable**

The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal consistently demonstrates expertise in human resources management, which results in a highly-productive work force (e.g. highly satisfied stakeholders, increased student learning, teacher leaders).</td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The principal inconsistently assists with selection and induction and/or inconsistently supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
</tr>
</tbody>
</table>
Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.

4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.

4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.

4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.

4.6 Reviews fiscal records regularly to ensure accountability for all funds.

4.7 Plans and prepares a fiscally responsible budget to support the school’s mission and goals.

4.8 Follows federal, state, and local policies with regard to finances, school accountability, and reporting.

4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

<table>
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<th>Proficient</th>
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<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>The principal inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The principal inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
</tr>
</tbody>
</table>
**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

<table>
<thead>
<tr>
<th>The principal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</td>
<td></td>
</tr>
<tr>
<td>5.2 Communicates long-and short-term goals and the school improvement plan to all stakeholders.</td>
<td></td>
</tr>
<tr>
<td>5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</td>
<td></td>
</tr>
<tr>
<td>5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.</td>
<td></td>
</tr>
<tr>
<td>5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</td>
<td></td>
</tr>
<tr>
<td>5.6 Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.</td>
<td></td>
</tr>
<tr>
<td>5.7 Provides a variety of opportunities for parent and family involvement in school activities.</td>
<td></td>
</tr>
<tr>
<td>5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.</td>
<td></td>
</tr>
<tr>
<td>5.9 Advocates for students and acts to influence local, division, and state decisions affecting student learning.</td>
<td></td>
</tr>
<tr>
<td>5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>Proficient is the expected level of performance.</td>
<td>The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</td>
<td>The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.</td>
</tr>
<tr>
<td>The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td><strong>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</td>
<td>The principal shows disregard for professional standards and ethics and/or engaging in continuous professional development, or contributing to the profession.</td>
</tr>
<tr>
<td>The principal demonstrates professionalism beyond the school division through published works, formal presentation(s), and/or formal recognition(s) or award(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Standard 7: Student Academic Progress
The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.

7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.

7.3 Communicates assessment results to multiple internal and external stakeholders.

7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.

7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.

7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.

7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.

7.10 Sets benchmarks and implements appropriate strategies and interventions accomplish desired outcomes.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Proficient...</td>
<td>The principal’s leadership results in acceptable, measurable, student academic progress based on established standards.</td>
<td>The principal’s leadership results in student academic progress that inconsistently meets the established standard.</td>
<td>The principal’s leadership consistently results in inadequate student academic progress.</td>
</tr>
</tbody>
</table>

Exemplary
In addition to meeting the requirements for Proficient...

Proficient
Proficient is the expected level of performance.

Developing/Needs Improvement
The principal’s leadership results in student academic progress that inconsistently meets the established standard.

Unacceptable
The principal’s leadership consistently results in inadequate student academic progress.
Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a principal’s performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. A sample Principal Summative Performance Report is provided later in this document. The results of the evaluation must be discussed with the principal at a summative evaluation conference.

Summative evaluations should be completed in compliance with the Code of Virginia and school division policy. Summative ratings should apply the rating for each of the seven performance standards, with the most significant weight given to Standard 7 - Student Academic Progress. This document suggests that school divisions weight each of the first six standards equally at 10 percent, and that Standard 7 account for 40 percent of the evaluation. In determining the final summative rating, the following approach could be used:

1. Apply numbers 1 (Unacceptable) through 4 (Exemplary) to the rating scale
   - Exemplary = 4
   - Proficient = 3
   - Developing/Needs Improvement = 2
   - Unacceptable = 1;

2. Calculate the weighted contribution of each standard to the summative evaluation; and

3. Add the weighted contribution to achieve the final summative evaluation.

The following tables provide two examples of how this approach would apply.

**Example of Weighted Calculations for Principal Performance Evaluation**

<table>
<thead>
<tr>
<th>Principal Performance Standard</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Exemplary</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Exemplary</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Exemplary</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

**Cumulative Summative Rating** 36
<table>
<thead>
<tr>
<th>Principal Performance Standard</th>
<th>Performance Rating</th>
<th>Points</th>
<th>Weight</th>
<th>Weighted Total (Points x Weight)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
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<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Proficient</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
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<td>Standard 4</td>
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<td>3</td>
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<td>Standard 6</td>
<td>Developing/Needs Improvement</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Proficient</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

**Cumulative Summative Rating** | **28**

Divisions will have to determine the range of scores within the Cumulative Summative Rating that are indicative of “Exemplary,” “Proficient,” “Developing/Needs Improvement,” and “Unacceptable” performance. The Department of Education will provide guidelines for school divisions.
SAMPLE Principal Summative Performance Report

Directions: Evaluators use this form prior to providing the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal: ________________ School Year(s): ________________
School: ________________

Performance Standard 1: Instructional Leadership
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division’s strategic plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Possesses knowledge of research-based instructional best practices in the classroom.

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the focus for continued learning of all members of the school community.

1.10 Supports professional development and instructional practices that incorporate the use of achievement data and result in increased student progress.

1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

Comments:

RATING: □ Exemplary  □ Proficient  □ Developing/Needs Improvement  □ Unacceptable
Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
2.7 Develops and/or implements a safe school plan that manages crisis situations in an effective and timely manner.
2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.
2.9 Develops and/or implements best practices in schoolwide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole student and values every student as an important member of the school community.

Comments:

RATING:  □ Exemplary   □ Proficient   □ Developing/Needs Improvement   □ Unacceptable
### Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

### Sample Performance Indicators

Examples may include, but are not limited to:

**The principal:**

3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.

3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.

3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.

3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.

3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.

3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

3.9 Maximizes human resources by building on the strengths of teachers and staff members and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

**Comments:**

- Exemplary
- Proficient
- Developing/Needs Improvement
- Unacceptable
### Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

1. Demonstrates and communicates a working knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures.
2. Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
3. Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.
4. Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
5. Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
6. Reviews fiscal records regularly to ensure accountability for all funds.
7. Plans and prepares a fiscally responsible budget to support the school’s mission and goals.
8. Follows federal, state, and local policies with regard to finances, school accountability, and reporting.
9. Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

### Comments:

RATING: [ ] Exemplary [ ] Proficient [ ] Developing/Needs Improvement [ ] Unacceptable
### Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The principal:

- **5.1** Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- **5.2** Communicates long- and short-term goals and the school improvement plan to all stakeholders.
- **5.3** Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- **5.4** Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- **5.5** Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- **5.6** Speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.
- **5.7** Provides a variety of opportunities for parent and family involvement in school activities.
- **5.8** Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- **5.9** Advocates for students and acts to influence local, division, and state decisions affecting student learning.
- **5.10** Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

### Comments:

**RATING:** □ Exemplary □ Proficient □ Developing/Needs Improvement □ Unacceptable
Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators
Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, division, state, and federal requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive and forthright attitude.

6.7 Provides leadership in sharing ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school division.

6.9 Assumes responsibility for personal professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.

6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments:

RATING: ☐ Exemplary  ☐ Proficient  ☐ Developing/Needs Improvement  ☐ Unacceptable
**Performance Standard 7: Student Academic Progress**

The principal’s leadership results in acceptable, measurable student academic progress based on established standards.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal**:  
7.1 Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.  
7.2 Utilizes research-based techniques for gathering and analyzing data from multiple measures to use in making decisions related to student academic progress and school improvement.  
7.3 Communicates assessment results to multiple internal and external stakeholders.  
7.4 Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.  
7.5 Utilizes faculty meetings, team/department meetings, and professional development activities to focus on student progress outcomes.  
7.6 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.  
7.7 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.  
7.8 Collaboratively develops, implements, and monitors long- and short-range achievement goals that address varied student populations according to state guidelines.  
7.9 Ensures teachers’ student achievement goals are aligned with building-level goals for increased student academic progress and for meeting state benchmarks.  
7.10 Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Comments:**

---

**RATING:**  
☐ Exemplary  ☐ Proficient  ☐ Developing/Needs Improvement  ☐ Unacceptable
Overall Evaluation Summary (based on cumulative summative rating range decided by school division):

Include comments here

☐ Exemplary

☐ Proficient

☐ Developing/Needs Improvement

☐ Unacceptable

☐ Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

Commendations:

Areas Noted for Improvement:

Principal Improvement Goals:

Evaluator’s Name ____________________________  Principal’s Name ____________________________

Evaluator’s Signature ________________________  Principal’s Signature ________________________

(Principal’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date ____________________________  Date ____________________________

Superintendent’s Name ____________________________

Superintendent’s Signature ____________________________  Date ____________________________
Part 6: Improving Principal Performance

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

There are two tools that may be used at the discretion of the evaluator. The first is the Support Dialogue, a division-level discussion between the evaluator and the principal. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the Performance Improvement Plan which has a more formal structure and is used for notifying a principal of performance that requires improvement due to less-than-proficient performance.

The tools may be used independently of each other. Figure 6.1 highlights key differences between the two processes.

Figure 6.1: Two Tools to Increase Professional Performance

<table>
<thead>
<tr>
<th></th>
<th>Support Dialogue</th>
<th>Performance Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>For principals who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth</td>
<td>For principals whose work is in the “developing/needs improvement” “unacceptable” categories</td>
</tr>
<tr>
<td><strong>Initiates Process</strong></td>
<td>Evaluator or principal</td>
<td>Evaluator</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Form Provided: None</td>
<td>Form Required: Performance Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>Memo or other record of the discussion/other forms of documentation at the division level</td>
<td>Division level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Superintendent is notified</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the principal</td>
<td>Sufficient improvement – recommendation to continue employment</td>
</tr>
<tr>
<td></td>
<td>In some instances, little or no progress — the employee may be moved to a Performance Improvement Plan.</td>
<td>Inadequate improvement, recommendation to continue on Performance Improvement Plan OR dismiss the employee</td>
</tr>
</tbody>
</table>

Support Dialogue

The Support Dialogue is initiated by evaluators or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The Support Dialogue process should not be construed as applying to poor performing principals. The option for a Support Dialogue is open to any principal who desires assistance in a particular area.
During the initial conference, both parties share what each will do to support the principal’s growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and principal meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

**Figure 6.2: Sample Prompts**

<table>
<thead>
<tr>
<th>Sample Prompts for the Initial Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges have you encountered in addressing ________ (tell specific concern)?</td>
</tr>
<tr>
<td>What have you tried to address the concern of ________ (tell specific concern)?</td>
</tr>
<tr>
<td>What support can I or others in the division provide you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Prompts for the Follow-Up Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last time we met, we talked about ________ (tell specific concern). What has gone well?</td>
</tr>
<tr>
<td>What has not gone as well?</td>
</tr>
</tbody>
</table>

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

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

Directions: Principals and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried, and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal’s Signature: ____________________________ Date: ________________

Principal’s Name: ______________________________

Evaluator’s Signature: __________________________ Date: ________________

Evaluator’s Name: ______________________________
Performance Improvement Plan

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

- a principal receives two or more “Not Evident” ratings at the interim review;
- 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.”

Implementation of Performance Improvement Plan

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

a) provide written notification to the principal of the area(s) of concern that need(s) to be addressed;

b) formulate a Performance Improvement Plan in conjunction with the principal; and

c) review the results of the Performance Improvement Plan with the principal within established timelines.

Assistance may include:

- support from a professional peer or supervisor;
- 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 principal to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the principal is no longer on a Performance Improvement Plan and is rated “Proficient.”

b) Partial improvement has been achieved but more improvement is needed; the principal remains on a Performance Improvement Plan and is rated “Developing/Needs Improvement.”

c) Little or no improvement has been achieved; the principal is rated “Unacceptable.”
When a principal is rated “Unacceptable,” the principal may be recommended for dismissal. If not dismissed, a new Performance Improvement Plan will be implemented. Following completion of the Performance Improvement Plan, if the principal is rated “Unacceptable” a second time, the principal will be recommended for dismissal.

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

The principal 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.
SAMPLE: Performance Improvement Plan Form  
(Required for a Principal Placed on a Performance Improvement Plan)

Principal: ___________________________ School: ___________________________

Evaluator: ___________________________ School Year: _______________________

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies Within the Standard to be Corrected</th>
<th>Resources/Assistance Provided; Activities to be Completed by the Employee</th>
<th>Target Dates</th>
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The principal’s signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Principal’s Name: ________________________________________________________________

Principal’s Signature: ___________________________ Date Initiated: ________________

Evaluator’s Name: ______________________________________________________________

Evaluator’s Signature: ___________________________ Date Initiated: ________________
Results of Performance Improvement Plan

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

Final recommendation based on outcome of Performance Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The principal is no longer on a Performance Improvement Plan.
- The deficiencies were not corrected. The principal is recommended for dismissal.

Principal’s Name: ____________________________________________

Principal’s Signature: ___________________________ Date Reviewed: ________
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator’s Name: ____________________________________________

Evaluator’s Signature: ___________________________ Date Reviewed: ________

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*These sections are to be completed collaboratively by the evaluator and the principal. Pages may be added, if needed.*
References


The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.
Endnotes

1 Portions of this section were adapted from principal evaluation handbooks published in various states, copyright [2010] by J. H. Stronge. Adapted with permission.
7 The usage of the terms “effective” and “ineffective” is consistent with that used in professional literature. These terms are not intended to connote particular technical definitions.
27 At the time that this document was completed, VDOE was developing the capability to calculate student growth percentiles. Information about student growth percentiles will be provided, when available.