Teacher Evaluation System

Caroline County Public Schools

EXPLORE TODAY, IMPACT TOMORROW

Approved by the Caroline County School Board on June 13, 2016

Amended July 2017, June 2018, July 2018, June 2020

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Purpose and Components of Teacher Evaluation

Caroline County Public Schools is dedicated to promoting and recognizing excellence in teaching. To achieve this goal, the evaluation system is designed to identify both strengths and opportunities for improvement in teaching performance, to provide direction for improvement, and to make management decisions. The process is comprised of two components, the formative evaluation process and the summative evaluation process. The formative process is designed for the teacher's professional growth and learning using data and information from various sources for the teacher to reflect on and ultimately adjust classroom practices. The summative process combines all data from the formative process, data from classroom observations, and administrative mini-classroom observations, and the data is used to complete a summative evaluation instrument.

Evaluation Process for Probationary Teachers

The formative process for probationary teachers is structured to provide extensive support to new teachers and/or teachers new to Caroline County. The formative process occurs during each of the probationary years. Probationary teachers begin the process by collaborating with an administrator to select student growth measures and goals as well as professional learning needed to support the student growth goals. The administrator conducts a minimum of three, 40-minute formal observations for probationary years 1, 2, and 3 teachers, and the observations are submitted to the web-based system for the administrator and the teacher to discuss. The summative evaluation is comprised of all formative data as well as observation data collected during the school year. At the conclusion of each year, the administrator holds a conference with the teacher to discuss the summative rating and identify areas for growth.

Evaluation Process for Continuing Contract Teachers

The formative process for continuing contract teachers is spread over three years with a focus on job-embedded professional learning that directly affects teaching and student outcomes. The three-year process begins with the selection of student growth measures and goals as well as the professional learning needed to support the student growth goals. While the teacher is working on self-identified instructional areas, the administrator will conduct a minimum of two mini-classroom observations that will be documented on electronic mini-classroom observation forms and visible to the teacher through the web-based evaluation system. This is an on-going process that will be duplicated during years two and three of the three-year cycle. During years one and two of the three-year summative cycle, the administrator will conduct a minimum of one, 40-minute formal classroom observation(s) that will be added to the bank of instructional data. All data are gathered over three years. A summative evaluation is derived from the three years of formative data as well as mini-classroom observations and formal observations. A summative conference is held between the administrator and teacher to discuss the growth and learning.

Purpose of Teacher Evaluation

Caroline County Public Schools is dedicated to promoting and recognizing excellence in teaching. To achieve this goal, the Teacher Evaluation System is designed to identify both strengths and opportunities for

improvement in teaching performance, to provide direction for improvement, and to make management decisions. This handbook establishes two evaluation processes, formative and summative.

- The formative process is designed for the teacher's professional growth and learning using data and information from various sources for the teacher to reflect on and ultimately adjust classroom practices.
- The summative evaluation process utilizes established criteria and procedures to make management decisions.

Every effort has been made to ensure the validity and reliability of the evaluation system. This document is based on data from research that supports student growth. Practices included identifying professional characteristics that are generally recognized as evidence of an effective teacher.

An effective evaluation process is interactive and ongoing. A thorough understanding of the process is critical for administrators and teachers. Professional development is essential to the success of the total process.

This teacher evaluation process is applicable to all classroom teachers and other licensed instructional personnel, regardless of their years of experience, subject areas taught, or grade-level assignments. Procedures for using the evaluation instrument were developed to promote division-wide consistency of application. Provisions have been made for varying levels of teaching experience within the school division and for teachers experiencing performance difficulties.

These instruments and processes have been developed in a manner that ensures compliance with state and division expectations relative to the evaluation of licensed personnel (ref. Policy GCN, Evaluation of Professional Staff and the Code of Virginia).

Basic Tenets

The following tenets are utilized as guiding principles in the development of the Caroline County Public Schools Teacher Evaluation System:

- The evaluation system puts a process in place for the improvement of student learning through the development of teacher effectiveness.
- A formative process and a summative evaluation are specified in the system.
- Teachers and administrators are involved in the development of the system.
- The system is designed to be flexible, providing for classroom and individual differences.
- The system is designed to be on-going, assuring dialogue and information are shared between the evaluator and the teacher/licensed instructional personnel.
- The system is consistent with Virginia Standards of Quality mandates, accreditation policies, and School Board policies of the Caroline County Public Schools. Virginia Code requirements for continued employment, termination, or contract revocation are applicable under this system.
- Employees receive appropriate in-service training and a copy of the evaluation system prior to participation in the system.

- The evaluation system establishes a level of performance appropriate for effective teaching and designates a minimum number of classroom observations and conferences.
- Review and revision of the evaluation system will occur when necessary.
- The evaluation system process is fair and equitable.

Rating Teacher Performance

There are four ratings for each standard. Ratings are selected based on the guidance provided in the rubrics.

Ratings	Definitions of Ratings
Exemplary (4)	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's and division's mission and goals. **Teachers who are exemplary often serve as role models and/or teacher leaders.**
Effective (3)	Expected Level of Performance – The teacher meets the standard in a manner that is consistent with the school's and division's mission and goals.
Developing/Needs Improvement (2)	The teacher often performs below the established standard or in a manner that is inconsistent with the school's and division's mission and goals.
Unacceptable (1)	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's and division's mission and goals.

PERFORMANCE INDICATOR RUBRICS
- Assign a rating of "Effective" when a teacher performs at the expected level for a specific standard. Performance at the expected level includes all actions/behaviors as described in the rubric for a competency.
- Assign a rating of "Exemplary" when a teacher performs **all** expected actions/behaviors as described in "Effective" **and** performs **all** of the expected actions/behaviors described in "Exemplary."
- Assign a rating of "Developing/Needs Improvement" when **all** of the expected actions/behaviors described in "Effective" are not met.
- Assign a rating of "Unacceptable" when a teacher does not perform **all** of the expected actions/behaviors described in "Developing/Needs Improvement."

SUMMATIVE RATING SCALE (see Summative Process for additional stipulations)
Exemplary: 3.5 – 4.0
Effective: 2.5 – 3.49
Developing/Needs Improvement: 1.5 – 2.49
Unacceptable: 1.0 – 1.49

Performance Standards and Indicators

Standard 1: Professional Knowledge	1.4 Demonstrates an accurate knowledge of the subject matter.
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	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,

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.

social, emotional, and physical development of the age group.
1.8 Communicates clearly and checks for understanding.

Standard 2: Instructional Planning

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

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

Standard 3: Instructional Delivery

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

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

Standard 4: Assessment of and for Student Learning

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

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
4.2 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.

Standard 5: Learning Environment

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

5.1 Arranges the classroom to maximize learning while providing a safe environment.
5.2 Establishes clear expectations, 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.

Standard 5: Learning Environment *(continued)*

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.

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.

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 Demonstrates respect for and adherence to all protocol and requirements for school, division and state student assessments.
6.13 Serves as a role model for students in dress, behavior, and speech.

Standard 7: Student Academic Progress

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

7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning 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.

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 social-emotional 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 Indicator 1: Teachers understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

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

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

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

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

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

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

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

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

Key Indicator 3: Teachers develop and maintain rapport with students.

Key Indicator 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

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

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

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

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

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

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

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

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

Key Indicator 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 Indicator 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.

This form is reviewed and signed yearly in the online evaluation system.

CCPS Goal Setting Form

Teacher: _____ **School:** _____

The following document must be completed as part of the goal setting process. Each teacher must complete an instructional goal and professional goal. All goals should be written as SMART goals: Specific, Measurable, Attainable, Relevant, and Time Bound.

SMART GOAL 1: (Instructional)

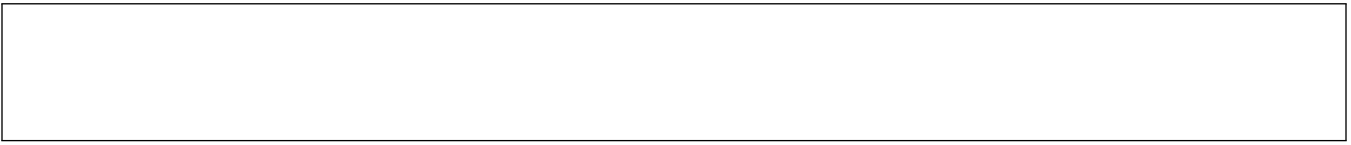| |
|---|
| **Course/Subject/Grade Level:** |
| **Settings:**

 • Describe the population of students and any special learning circumstances. |
| **Anticipated Challenges to Achievement:**

 • What historical or current barriers to student improvement do you anticipate? |
| **Identify the main Performance Standard and Indicators this aligns with:** |

KEY STRATEGIES:

Describe Key Strategies you plan to use to attain your SMART goal and enhance performance in your identified performance standard and indicators.

Progress Monitoring:

What type of data will you use to track goal and standard/indicator progress? (Examples: SOL's, STAR, PALs, Benchmarks, etc.)

SMART GOAL 2: (Professionalism)

Course/Subject/Grade Level:
Settings: • Describe the population of students and any special learning circumstances.
Anticipated Challenges to Achievement: • What historical or current barriers to student improvement do you anticipate?
Identify the main Performance Standard and Indicators this aligns with:

KEY STRATEGIES:

Describe Key Strategies you plan to use to attain your SMART goal and enhance performance in your identified performance standard and indicators.

Progress Monitoring:

What type of data will you use to track goal and standard/indicator progress? (Examples: SOL's, STAR, PALs, Benchmarks, etc.)

Fall Review Signatures:

My signature indicates that I have reviewed my annual goals with my supervisor, and the goals presented are in alignment with the overall school goals for academic achievement.

Teacher Signature: _____   Date: _____

The annual goals have been presented for review and approval. My signature indicates that the submitted SMART goals are in alignment with the overall school goals for academic achievement.

Administrator Signature: _____   Date: _____

Examples of Key Instructional Strategies

Unpacking the Standards	Student Goal-Setting	Video a Lesson
Lesson Study	Analyze feedback to students	Book Study
Learning Walk(s)	Student Survey	Project Based Learning
Professional Learning Community (PLC)	Parent/Guardian Survey	Peer Observation
Lead Learner	National Board Certification Process	Professional Development
Lesson Reflection	Classroom Management Plan	Case Study
Data on new strategy	Cooperative Learning	Common Formative Assessments
Participate in Coaching Cycle	Higher-Order Thinking	Inquiry Learning
Development of an Assessment Tool	Build Classroom Partnership(s)	Cross Curricular Unit/Lessons
Analysis of Student Work	Models of Co-Teaching Instructional Practices	Social Emotional Learning (SEL) Strategies

Teacher: _____ School: _____

MID-YEAR REVIEW

Provide evidence/artifacts/data associated with goal progress.
How have you addressed the anticipated challenges to student achievement?
Based on your data, are there any additional strategies or changes needed to your plan?
Comments/Feedback:

Mid-Year Review Signatures:

Teacher signature/date: _____ Administrator signature/date: _____

END OF YEAR REVIEW

Describe your overall success in meeting Goal 1:
Describe your overall success in meeting Goal 2:
Relevant Data: *(Attach as a file or cut and paste information.)*
Reflection on Annual Results *(Provide a reflection on your end of year results. What went well? What did not? What will you consider doing differently next year to improve your results?)*
Comments/Feedback:

End of Year Signatures:

Teacher signature/date: _____ Administrator signature/date: _____

_____

Caroline County Public Schools

Pre-Coaching Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____ - _____

Conference Date: _____ Administrator: _____

Leader or Mentor (What to bring and Pre-planning)	Teacher (What to bring and Pre-planning)
• **Bring or have access to computer** • **Review lesson plan prior to meeting** • **Review curriculum for alignment and pacing**	• **Bring laptop and class schedule** • **Curriculum/unit plan, lesson plan(s)** • **Class materials for lesson(s), assessments** • **Student work samples (if applicable)**

Overview of teaching Schedule for the week (Guiding Questions)

1. What standards are being carried over from the prior week?
2. What new standards are being introduced this week? How will they be introduced over the week?
3. Where are your students in terms of the overall pacing of this unit?
4. Are there any school events that may change your class routine or schedule? How will you address any changes?

> Commendations:
>
> Recommendations:

Review of Lesson Plan

1. When will this lesson be implemented? Date: _____ Period or Time: _____

2. Curriculum Objectives *(Are objectives listed? Is the learning target written in student friendly language?)*

3. **Anticipatory Set** - How will you assess prior knowledge and/or make real-world connections prior to introducing any content?

4. **Introduction of New Content** – Discuss your plan for introducing any new content. *Check all that apply:*
   Direct Instruction   • Modeling • Media Clips • Handout   • Textbook • Inquiry or essential question

5. Questioning – What questions are you planning to ask your students during the teaching process? What responses are you anticipating?

6. **Guided Practice –** Explain how you will engage students in the learning of the new content.

7. **Checking for Understanding (Formative Assessment)** – How will you check for understanding during guided practice? How will you respond if students do not understand?

8. **Independent Practice** – Describe any activities that you are planning for students to practice or apply the new content.

9. **Checking for Understanding (Formative Assessment)** - How will you check for understanding during the application or practice phase of instruction? How will you respond if students do not understand?

10. **Engagement –** How will you ensure that students remain substantively engaged throughout this lesson? What will engagement look like during my visit (student actions)?

11. **Literacy-Rich Environment** – Describe how this lesson supports literacy development. What opportunities are provided for students to acquire, demonstrate, or reflect on learning through reading, writing, or discussion?

12. Closure - Describe your closure activity for this lesson.

Reinforcement:

Refinement:

You may upload any handouts or assessment information as a file with this report.

Caroline County Public Schools

Formal and Mini 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.

_____ _____ _____ _____

Teacher's Name   Date Observed   Time   Class/Block

_____   The teacher is: Probationary

Observer's Name   Continuing Contract

Formal Observation (40 min)

Mini Observation (10-15 min)

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1.   Professional Knowledge

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

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates 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 area(s) taught.

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.

Evidence:

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2.   Instructional Planning

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

2.1 Uses student learning data to guide planning.

2.2 Plans time realistically for pacing, content mastery, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

Evidence:

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3.   Instructional Delivery

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

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout lessons.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

Evidence:

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4. Assessment of and for Student Learning

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

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

4.2 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.

Evidence:

---

5. Learning Environment

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

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, 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.

Evidence:

---

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.

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 Demonstrates respect for and adherence to all protocol and requirements for school, division and state student assessments.

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

Evidence:

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7. Student Academic Progress

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

7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning 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 measures of academic progress.

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

Evidence:

Observation Details:

Post-Observation Questions:

Actionable Feedback:

Teacher's Name _____

Teacher's Signature

_____Date_____

(Teacher's signature denotes receipt of the observation form, not necessarily agreement with the contents of the form.)

Observer's Name _____

Observer's Signature _____Date_____
_____

Formative Process and Timetables

PROCESS

The formative process for teachers is spread over the evaluation cycle with a focus on self-directed, job-embedded professional learning that directly affects teaching and student outcomes. The process begins with the annual selection of student growth measures and goals, as well as the professional learning needed to support the student growth goals. The forms will be entered into the web-based evaluation system for the administrator to monitor as the teacher goes through the instructional growth process. While the teacher is working on self-identified instructional areas, the administrator will conduct mini-classroom observations that will be documented on electronic mini-classroom observation forms and visible to the teacher through the web-based evaluation system. This is an on-going process throughout the evaluation cycle. When the evaluation cycle requires a summative evaluation, the administrator will conduct the required 40-minute formal classroom observation(s) that will be added to the bank of instructional data. Relevant data is housed through the web-based system for the teacher to see his/her growth over the evaluation cycle and for the administrator to monitor and contribute to the professional growth throughout the evaluation cycle. The summative evaluation is derived from the formative data (growth goals and formative options) as well as mini-classroom observations and formal observations and other data as to be determined by the administrator. A summative conference is held between the administrator and teacher to discuss the growth and learning.

Evaluation Timetable

Process (Page noted)		P 1-3	C 1	C 2	C 3
SEP 30					
Performance Responsibilities	(p7)	X	X	X	X
Goal Setting Form	(p9)	X	X	X	X
Mini-Classroom Observation	(p15)	X			
OCT 15					
Mini-Classroom Observation	(p15)				X
Formal Observation (p15)		X			
OCT 31					
Mini-Classroom Observation	(p15)			X	
Formal Observation (p15)					
NOV 30					
Mini-Classroom Observation	(p15)		X		
Formal Observation (p15)					X
JAN 30					
Mini-Classroom Observation	(p15)				
Formal Observation (p15)		X			
Mid-Year Summative (p35)		X			
FEB 15					
Goal Setting Mid-Year Review (p12)		X	X	X	X
MAR 15					
Mini-Classroom Observation	(p15)	X			
Formal Observation (p15)			X	X	
APR 15					
Mini-Classroom Observation	(p15)				
Formal Observation (p15)		X			X
MAY 15					
End-of-Year Goals Review (p12)		X	X	X	X
JUNE 1					
Summative Evaluation	(p32)	X			X

P 1-3 (Probationary teachers years 1-3)

Caroline County Public Schools

Grade K-2 Student Survey (Sample)

Directions:

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

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

*			

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

Caroline County Public Schools

Grade 3-5 Student Survey (Sample)

Directions:

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

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

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

Grade 6-8 Student Survey (Sample)

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

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

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

Grade 9-12 Student Survey (Sample)

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

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

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

Comments:

Student Survey Reflection Summary (Sample)

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., the 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.)

Parent/Guardian Survey (Sample)

Teacher's Name:_____ School Year: _____

Your child's teacher asked for a survey of parents/guardians to make the class the best it can be. No individual parent/guardian will be identified with this survey. Please do not put your name or your child's name on the survey.

Please answer the following questions. Circle the response that describes your experience with the teacher.

Thank you for helping!

Did you ask the teacher for:			Did the teacher give you:		
An overview of class content and goals?	Yes	No	An overview of class content and goals?	Yes	No
A description of your child's progress?	Yes	No	A description of your child's progress?	Yes	No
Ideas for supporting learning at home?	Yes	No	Ideas for supporting learning at home?	Yes	No

My child knew what was expected in this class.	Strongly Agree	Agree	Disagree	Strongly Disagree
The classroom work was the right difficulty for my child.	Strongly Agree	Agree	Disagree	Strongly Disagree
The teacher treated my child with respect, care, and knowledge of my child's needs.	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with my child's overall school experience as provided by this teacher.	Strongly Agree	Agree	Disagree	Strongly Disagree

Comments:

Parent/Guardian Survey Reflection Summary (Sample)

Teacher's Name: _____ School Year: _____

Grade(s): _____ Subject(s): _____

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. Based on the responses to the individual survey items, what do your strengths appear to be?

4. Based on the responses to the individual survey items, what do you see as areas for continued growth or improvement?

5. How will you use the feedback you received to improve your practice?

Summative Process

Purpose: Improve Student Learning

The summative evaluation process applies to management decisions such as promotion, career placement, retention, or dismissal of staff. It is essential that the legal rights of teachers are maintained and that accurate and reliable information about teacher performance is used during the summative evaluation process. Consistency and reliability are the primary considerations in the process.

The following procedures shall be utilized:

1. Teachers and administrators shall be provided in-service training prior to participation in the evaluation system.
2. When conducting formal classroom observations, the administrator shall be in the classroom for a complete lesson or a minimum of 40 minutes. The administrator shall script instructional activities, student interactions, and other events and practices occurring throughout the instructional period. The observation should be stopped if a major interruption occurs.
3. A post-observation conference should be held as soon after a formal classroom observation as possible. The post-observation conference shall occur no later than five workdays after the observation.
4. When conducting mini-classroom observations, the administrator shall be in the classroom for 10 or more minutes. The administrator makes quick notes regarding activities going on in the classroom and makes the mini-classroom observation available to the teacher through the Unified Talent Perform web-based evaluation system. Post-observation conferences are not required but are recommended.
5. Multiple data sources will be used to guide the teacher's summative evaluation and rating.
6. Mid-Year evaluations and summative evaluations shall be entered into the Unified Talent Perform web-based evaluation system by the evaluator within the designated time frame. A post-conference must occur between the evaluator and the teacher within the designated time frame.
7. **If a teacher receives 3 or more standards rated as "Developing/Needs Improvement," the overall summative rating will be "Developing/Needs Improvement." If a teacher receives 1 or more standards rated as "Unacceptable," the overall summative rating will be "Unacceptable." In both scenarios, a Performance Improvement Plan is required. Any teacher receiving 2 or more standards rated as "developing/needs improvement" will also be placed on an improvement plan.**
8. If the administrator requests an outside observation, the observer shall advise the administrator of his/her observation report, and the administrator shall advise the teacher of this report.
9. Strict limitations shall be placed on access to instructional personnel evaluation files. Confidentiality shall be respected and preserved.
10. Administrators have the option of conducting an Off-Cycle Summative Evaluation for any teacher. If the performance of the teacher is less than Effective in 2 or more standards, a Performance Improvement Plan must be developed and entered into the Unified Talent Perform web-based evaluation system. If the performance of a standard is rated at Unacceptable, a Performance Improvement Plan must be developed and entered into the Unified Talent Perform web-based evaluation system.
11. Unless extenuating circumstances arise or permission is received, individuals on a Performance Improvement Plan are not eligible to transfer to another worksite.

Summative Rating

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 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.

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

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 the 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 as exemplary, effective, developing/needs improvement, or unacceptable. Summative ratings should apply the rating for each of the seven performance expectations. Standards 1 through 5 and 7 are weighted equally at 15 percent, and Standard 6 accounts for 10 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

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.

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution = (quantified performance rating * Percentage Contribution)
Standard 1	Effective	3	15%	0.45
Standard 2	Effective	3	15%	0.45
Standard 3	Effective	3	15%	0.45
Standard 4	Effective	3	15%	0.45
Standard 5	Effective	3	15%	0.45
Standard 6	Exemplary	4	10%	0.40
Standard 7	Effective	3	15%	0.45
Summative Rating (sum of weighted contributions)				3.1

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution = (quantified performance rating * Percentage Contribution)
Standard 1	Effective	3	15%	0.45
Standard 2	Developing	2	15%	0.30
Standard 3	Effective	3	15%	0.45
Standard 4	Effective	3	15%	0.45
Standard 5	Effective	3	15%	0.45
Standard 6	Developing	2	10%	0.20
Standard 7	Effective	3	15%	0.45
Summative Rating (sum of weighted contributions)				2.75

Summative Rating Scale

3.5-4.0   Exemplary

2.5-3.49   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 effective on any of the seven standards.

- Teachers rated unacceptable on one or more standards or developing/needs improvement on two 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 "developing/needs improvement."

Data Sources to Support a Summative Rating Evaluation

The list below shows a sample menu of commonly used data sources as well as some used only in special applications. You can select from this menu in accordance with the performance standards.

Observation
>   Classroom Observation
>   Informal
>   Formal
>   Outside Classroom Observation
>   (Professional Meetings)
>   Curriculum meetings
>   Team meetings
>   Department meetings
>   Faculty meetings
>   Committee work; attendance, quality of
>   participation, etc.
>   Special education meetings
>   Outside of Classroom Observation (Other)
>   Lunchroom
>   Hall, recess, bus duty
>   Parent conferences
>   Back to school night presentation

Conferences
- ❏ Conference as interviews (data collecting)
- ❏ Career counseling interview conference
- ❏ Teacher reporting findings
- ❏ Goal setting conference
- ❏ Pre- or post-conference (data-sharing)

Unobtrusive Artifacts
- ❏ Grade distributions
- ❏ Student progress reports
- ❏ Discipline referrals; quantity and quality
- ❏ Student placement referrals by teachers
- ❏ Parent/student placement requests
- ❏ Newsletters and memos sent home

Other Sources
- ❏ Teacher's gradebook
- ❏ Supervisor file notes and data
- ❏ Teacher's attendance profiles
- ❏ Arrival and departure times
- ❏ Co-curricular activities and course participation

Student and Teacher Work Artifacts
- ❏ Homework assignments, worksheets, and handouts
- ❏ Lesson and unit plans
- ❏ Tests and quizzes
- ❏ Grading criteria and results on specific assignments
- ❏ Feedback given on student work
- ❏ Student work sample As, Bs, and Ds

Surveys and Interviews
- ❏ Parent feedback questionnaires
- ❏ Student feedback questionnaires
- ❏ Student interviews
- ❏ Teacher self-evaluation
- ❏ Peer review evaluation

Student Achievement Data
- ❏ Standardized test scores
- ❏ Performance presentations evaluated by a standard set of criteria
- ❏ Portfolio

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

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

Performance Standard 2: Instructional Planning

Exemplary _In addition to meeting the standard…_	Effective _Effective is the expected level of performance._	Developing/Needs Improvement	Unacceptable
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.
Comments:			

Performance Standard 3: Instructional Delivery

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

Performance Standard 4: Assessment of and for Student Learning

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or does not report on student academic progress in a timely manner.
Comments:			

Performance Standard 5: Learning Environment

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

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth, and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Comments:			

Performance Standard 7: Student Academic Progress

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
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 (Weighted Score of 3.5 – 4.0) Effective (Weighted Score of 2.5 – 3.49) Developing/Needs Improvement (Weighted Score of 1.5 – 2.49) (Due to three or more *Developing/Needs Improvement)* (Place on a Performance Improvement Plan) Unacceptable (Weighted Score of 1.0 – 1.49) (Due to one or more *Unacceptable* ratings on performance standards.) (Place on a Performance Improvement Plan) _____   _____ *Employee's Signature/Date*   *Administrator's Signature/Date* *(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)*

Mid-Year 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 mid-year of the school year to provide probationary teachers 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

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

Performance Standard 2: Instructional Planning

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
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.
Comments:			

Performance Standard 3: Instructional Delivery

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

Performance Standard 4: Assessment of and for Student Learning

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or does not report on student academic progress in a timely manner.
Comments:			

Performance Standard 5: Learning Environment

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

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth, and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

Comments:

Performance Standard 7: Student Academic Progress

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

Comments:

Mid-Year Evaluation Comments:

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

<div align="center">

Mid-Year Evaluation Summary

</div>

Exemplary (Weighted Score of 3.5 – 4.0)
Effective (Weighted Score of 2.5 – 3.49)
Developing/Needs Improvement (Weighted Score of 1.5 – 2.49)
Unacceptable (Weighted Score of 1.0 – 1.49)

_____   _____
Employee's Signature/Date   *Administrator's Signature/Date*
(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Teacher Self-Reflection (Summative 3yr. cycle)

Teacher: _____ **School:** _____

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

Contract Status: _____

Documentation Reviewed: ☐ Teacher Documentation Log ☐ Goal Setting Form ☐ Observation Form
☐ Other _____

Directions: Continuing contract teachers use this form to do a self-reflection of performance over the summative 3-year cycle. The signed form is submitted to the site administrator 30 calendar days prior to the due date of the summative evaluation.

Performance Standard 1: Professional Knowledge

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

Comments:

Performance Standard 2: Instructional Planning

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
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.

Comments:

Performance Standard 3: Instructional Delivery

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

Performance Standard 4: Assessment of and for Student Learning

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or does not report on student academic progress in a timely manner.
Comments:			

Performance Standard 5: Learning Environment

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

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the standard…*	Effective *Effective is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
Comments:			

Performance Standard 7: Student Academic Progress

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

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

<div align="center">

Overall Evaluation Summary Criteria

</div>

Exemplary (Weighted Score of 3.5 – 4.0)

Effective (Weighted Score of 2.5 – 3.49)

Developing/Needs Improvement (Weighted Score of 1.5 – 2.49) (Due to three or more *Developing/Needs Improvement)* (Place on a Performance Improvement Plan)

Unacceptable (Weighted Score of 1.0 – 1.49) (Due to one or more *Unacceptable* ratings on performance standards.) (Place on a Performance Improvement Plan)

_____

Employee's Signature/Date

Performance Improvement Plan

Teacher: _____ **School:** _____

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

Performance Standard/ Indicator	Performance Deficiencies within the Standard to be Corrected	Resources/Assistance Provided Activities to be Completed by the Employee	Target Dates

_____   _____
Evaluator's Signature/Date   _Teacher's Signature/Date_

(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Performance Improvement Plan Progress (Meeting dates and updates)

(This is to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed)

Performance Standard/ Indicator	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates*

* Review dates should be prior to target dates for each improvement objective. Each review is intended to document the support and assistance provided to the teacher.

Results of Performance Improvement Plan

(This is to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed)

Performance Standard/ Indicator	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates*

* Review dates should be prior to target dates for each improvement objective. Each review is intended to document the support and assistance provided to the teacher.

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_

(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

_____ Additional Pages Attached

Definitions

Action research
Action research is the systematic investigation by teachers of some aspect of their work performed in order to improve their effectiveness. It involves identifying a question or problem and then collecting and analyzing relevant data. (This differs from conventional research because in this case the participants are studying an aspect of their own work, and they intend to use the results themselves.) For example, a teacher might decide to give students different assignments according to their assessed learning styles. If the teacher maintained records comparing student work before and after the change, he/she would be doing action research. If several educators worked together on such a project, it would be considered collaborative action research (ASCD).

Analytical thinking
According to Benjamin S. Bloom, analysis involves the breaking down of informational materials into their component parts which involve examining and trying to understand the organizational structure of such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations. Outcome illustration verbs include breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides (University of Washington).

Assessment
Assessment is measuring the learning and performance of students or teachers. Different types of assessment instruments include: tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments. The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose (ASCD). In education, assessment is used for the purpose of gathering information in order to adjust the teacher's instructional approach. To that end it is formative and different from evaluation, which is summative.

Authentic assessment
Authentic assessment realistically measures the knowledge and skills needed for success in adult life. The term is often used as the equivalent of performance assessment, which, rather than asking students to choose a response to a multiple-choice test item, involves having students perform a task, such as serving a volleyball, solving a particular type of mathematics problem, or writing a short business letter. There is a distinction, however. Specifically, authentic assessments are performance assessments that are not artificial or contrived. Most school tests are necessarily contrived. Writing a letter to an imaginary company for the purpose of demonstrating to the teacher that you know how to do it is different from writing a letter to a real company in order to achieve a real purpose. One way to make an assessment more authentic is to have students choose the particular task they will use to demonstrate what they have learned. For example, a student might choose to demonstrate her/his understanding of a unit in chemistry by developing a model that illustrates the problems associated with oil spills (ASCD).

Baseline data
A baseline is the average rate or level of a variable before some measure of the effect of a new variable is taken (Dictionary of Statistics and Methodology). In the classroom this would be the beginning point from which learning/achievement is measured. Thus, baseline data provides information on the initial status of an individual's performance and is used for comparative purposes to measure change over time.

Benchmark
A benchmark is a standard for judging performance. Just as a carpenter might use marks on his workbench to measure how long a part should be, teachers and students can use benchmarks to determine the quality of a student's work. Some schools develop benchmarks to tell what students should know by a particular stage of their schooling; for example, "by the end of sixth grade, students should be able to locate major cities and other geographical features on each of the continents" (ASCD).

Classroom climate
The "feel" or tone of a classroom, indicated by the total environment, including especially the way the teacher and students relate to one another. Some classrooms have a cold, impersonal, or even antagonistic, climate, while others are warm and friendly. Some are business-like and productive, others disorganized, and inefficient (ASCD).

Classroom management
The way a teacher organizes and administers routines to make classroom life as productive and satisfying as possible. What some people might describe narrowly as "discipline." For example, teachers with good classroom management clarify how various things (such as the distribution of supplies and equipment) are to be done and may even begin the school year by having students practice the expected procedures (ASCD).

Coaching
Educators use this term, commonly used in athletics, to refer to any situation in which someone helps someone else to learn a skill. The late Mortimer Adler, who devised the Paideia program, maintained that coaching is one of three basic modes of teaching (the other two are presenting and leading discussions). Coaching is also considered an important part of training programs in which teachers learn new teaching methods. A process in which teachers visit each other's classes to observe instruction and offer feedback is known as peer coaching (ASCD).

Coherent lesson structure
A lesson structure that is logically or aesthetically ordered or integrated.

Collaboration

Collaboration is a relationship between individuals or organizations that enables the participants to accomplish goals more successfully than they could have separately. Educators are finding that they must collaborate with others to deal with increasingly complex issues (ASCD). Individuals work collaboratively when they take part in the problem-solving and decision-making processes involved in setting standards or making decisions. In a school setting, an example could include the process classroom teachers, administrators, and other licensed instructional personnel engage in to create and implement action plans to support continuous school improvement. Collaboration is a more complex level of cooperation that capitalizes on the strengths of the participants.

Content knowledge
Content knowledge includes specific knowledge for a particular position as well as the subject knowledge necessary to perform the job.

Cooperation
Cooperation is to act or work with another or others: act together (Merriam-Webster). Generally, when cooperating, individuals agree to abide by the standards or decisions made by a group. For instance, teachers and staff may divide and fulfill responsibilities related to preparation for an evening program/event. Another example occurs when teachers follow through with school administrators' requests to monitor and supervise students in the school hallways.

Cooperative learning
Cooperative learning is a teaching strategy combining teamwork with individual and group accountability. Working in small groups, with individuals of varying talents, abilities, and backgrounds, students are given one or more tasks. The teacher or the group often assigns each team member a personal responsibility that is essential to the successful completion of the task. Used well, cooperative learning allows students to acquire both knowledge and social skills. The students learn from one another and get to know and respect group members that they may not have made an effort to meet in other circumstances. Studies show that used properly, cooperative learning boosts student achievement. Schools using this strategy report that attendance improves because the students feel valuable and necessary to their group (ASCD).

Creative thinking
Creative thinking is often described as a divergent process in which the individual begins at a single point or with a single question, but extends the search in many different directions, generating a wide variety of new possibilities. Creative thinking means encountering gaps, paradoxes, opportunities, challenges, or concerns, and then searching for meaningful new connections by generating many, varied, or original possibilities and the details to enrich them (Creative Problem Solving. Treffinger, Isaksen, and Dorval).

Critical thinking
Critical thinking is logical thinking based on sound evidence; it is the opposite of biased, sloppy thinking. Some people take the word critical to mean negative and faultfinding, but philosophers consider it to mean thinking that is skillful and responsible. A critical thinker can accurately and fairly explain a point of view with which he does not agree (ASCD).

Data-based decision making
Data-based decision making includes: analyzing existing sources of information (class and school attendance, grades, test scores, and other data portfolios, surveys, interviews) to make decisions about the school. The process involves organizing and interpreting the data and creating action plans (ASCD).

Disaggregated data
Disaggregated data include test scores or other data divided so that various categories can be compared. For example, schools may break down the data for the entire student population (aggregated into a single set of numbers) to determine how minority students are doing compared with the majority, or how scores of girls compare with those for boys (ASCD).

Diversity
In education, discussions about diversity involve recognizing a variety of student needs, including those of ethnicity, language, socioeconomic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences (ASCD).

Feedback
Any means by which a teacher informs a student about the quality or correctness of the student's products or actions is considered feedback. Different forms of feedback include formal assessments, oral and written guidance, and casual comments or nonverbal signals (PlasmaLink Web Services). The following is some evidence-based advice on how to structure and present feedback. First, feedback should focus on the task without directing attention to the self (i.e., the learner). Second, feedback in the form of answers should be withheld until students have made a genuine attempt to address the questions. Next, feedback is more effective when it includes details of the correct answer rather than simply indicating whether the answer was correct or incorrect. And finally, feedback is most effective when it is designed to stimulate correction of errors through a thoughtful approach to them in relation to the original learning relevant to the task (Black and William).

FERPA
The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232 et seq., is a federal law that protects the confidentiality of student education records. FERPA requires local education agencies to ensure the confidentiality of a student's education record by preventing the unauthorized release of those records that can be identified to a specific student. In some cases, courts may rule that student work is an extension of the student record. In order to maintain the confidentiality of the student's scholastic record, it is highly recommended that teachers use extreme caution while displaying student work. Whenever possible, parental consent should be obtained before displaying such work. Removal or covering up of personally identifiable information, such as the student's name and/or score/grade earned, from student work products prior to

their display in the classroom and/or school building is another alternative (Guidelines for the Management of the Student's Scholastic Record in the Public Schools of Virginia, May 2004).

Rubric
Rubrics include specific descriptions of the performance of a given task performed at several different levels of quality. Teachers use rubrics to evaluate student performance on performance tasks. Students are often given the rubric, or may even help develop it, so they know in advance what they are expected to do (ASCD).

Essential Terminology

CONFERENCES

Pre-conference
Pre-conferences may be held before any classroom observation. However, after a teacher receives a rating of "Developing/Needs Improvement or Unacceptable on any standard, and prior to the next observation, a pre-conference shall be held. The purpose of the pre-conference is to provide the administrator with information on the context of the instructional activity to be observed. The teacher will have an opportunity to discuss techniques, goals, and unique characteristics of students. Pre-conferences should take place at least one, but no more than seven, days prior to the next observation. At the end of the pre-conference, the teacher and the administrator should have an understanding of when the observation will occur.

Post-conference
A post-conference is conducted after every formal classroom observation and at the end of the evaluation cycle. The administrator and the teacher use the observation data, written comments, and other evidence/information as a basis for discussion.

CONTRACT

Continuing Contract
Refers to a teacher who has completed three years of satisfactory teaching in Virginia Public Schools or who has signed a continuing contract drawn in compliance with the laws of the State of Virginia, the requirements of the State Board of Education, and any special provisions of the School Board of the Caroline County Public Schools.

Probationary Contract
Refers to a teacher who has not completed three years of satisfactory continuous service in the Caroline County Public Schools or who has not achieved continuing contract status through another means. Teachers who have achieved continuing contract status elsewhere in Virginia will be required to complete one full year of satisfactory teaching before receiving continuing contact status with Caroline County Public Schools.

EVALUATIONS

Evaluatee
The individual receiving the evaluation.

Evaluator
An appropriately trained and certified administrator designated by the Division Superintendent to make observations and write evaluations for the purpose of assessing the performance of instructional personnel.

Formative Process
The formative process is designed for the teacher's professional growth and learning using data and information from various sources for the teacher to reflect on and ultimately adjust classroom practices.

Mid-Year Evaluation
Formative and Summative evaluation data are analyzed and used to complete an Interim Evaluation for Probationary teachers. This evaluation is entered into the web-based system by the established due dates.

Summative Evaluation
A composite of formative and summative information, including formal observations and mini-classroom observations, as well as other information previously shared with the teacher is used for the summative evaluation, which is representative of the teacher's performance from a beginning point to an end point based on the evaluation cycle. This evaluation is entered into the web-based system by the established due dates.

INSTRUCTIONAL COACHING

Throughout the teacher evaluation cycle, supervising administrators will minimize their roles as teacher evaluators and serve teachers in a primary role as an instructional coach. Instructional coaches (IC) partner with teachers to help them incorporate research-based instructional practices into their teaching. They are skilled instructional leaders, relationship builders, and motivators with a repertoire of excellent communication skills that enable them to empathize, listen, and build trusting relationships with teachers. ICs also encourage and support teachers' reflection about their classroom practices. Thus, they must be skilled at unpacking their collaborating teachers' professional goals so that they can help them create a plan for realizing those goals, all with a focus on improving instruction (Knight). Simply stated, the primary purpose of instructional coaching is the improvement of teaching and learning in the classroom.

In accordance with established standards for formal observations, administrators will conduct periodic formal classroom observations for the purpose of collecting data related to established school division instructional standards. After the conclusion of the observation, the teacher will be invited to a post-observation conference to review and discuss the data which was collected during the classroom visit. The teacher shall be encouraged to reflect on the data provided, as well as their performance as it relates to student learning. Following a robust discussion, the administrator and teacher will agree to a limited number of specific and actionable actions which the teacher will be expected to perform for the purpose of improving conditions for student learning. Actions may consist, but not be limited to, practices related to: Planning, Instruction, Structure, or Assessment.

The teacher will be provided the opportunity to review and sign the post-observation conference form within (3) days after the meeting. Additionally, the administrator will communicate a timeframe for a follow-up visit to the teacher's classroom for the purpose of observing the targeted area for improvement and providing the teacher with feedback.

The rationale for instructional coaching is that of all forms of teacher professional development, coaching is the most effective. Repeated studies by Bruce Joyce and Beverly Showers have shown that when teachers participate in standard in-service models, they apply less than 20% of their learning back in their classrooms (Showers). Given the diverse needs of students and the expectation that students learn an increasingly rigorous curriculum, most teachers need ongoing, side-by-side support as they attempt to incorporate effective instructional practices into their classroom routines.

By developing a coaching model, we can strengthen our commitment to quality teaching and learning by providing intentional, on-going support to staff at the school and classroom levels. This model will also support the development of high-quality learning communities where continuous improvement is the norm for students and teachers alike.

OBSERVATIONS
The goal of teacher observation is to obtain a representative sample of teacher performance and information from which to draw conclusions for the summative evaluation and to assist in teacher development. Observations are categorized as follows:

Formal Classroom Observation
The presence of an evaluator within the established learning environment for a given period of time. When conducting classroom observations, the administrator shall be in the classroom for a complete lesson or a minimum of 40 minutes. The observer's primary purpose is to gather information that describes what happened during the observation. The method for gathering this information is scripting.

Mini-Classroom Observation
Refers to the evaluator's presence within the established learning environment for 10 to 15 minutes. The purpose of the observation is to collect information regarding daily teaching practices.

Learning Walk
Refers to the evaluator's presence within the established learning environment for approximately 5 minutes. The purpose of the Learning Walk is to observe instructional practices and student learning.

Observation Cycle
Designated opportunities for classroom observations are established by the district. In addition to the designated observations, administrators may conduct additional observations. In cases where teacher performance does not meet expectations, pre-conferences, and growth periods prior to re-evaluation also become part of the cycle.

PERFORMANCE IMPROVEMENT PLAN
Purpose
   a) To give a teacher or other licensed instructional personnel written notice of his/her performance areas in need of improvement.
   b) To give a teacher or other licensed instructional personnel an appropriate amount of time within which to solve problems and/or improve performance – the time period should not be indefinite, and
   c) To offer a teacher or other licensed instructional personnel guidance and/or assistance with improving his/her performance.

Procedure
A Performance Improvement Plan may cover one or more performance areas in need of improvement. It should include how the administrator will monitor the teacher's progress and how the administrator will provide performance feedback. For example, an administrator may require a teacher to turn in lesson plans for weekly review. Another example is that the administrator may schedule weekly meetings to discuss a teacher's performance.

WEB-BASED EVALUATION SYSTEM
Unified Talent Perform is an electronic tool used to collect and store evaluation data from both the teacher and the administrator. The purpose is to store electronically formative and summative evaluation data in one location that is accessible by the teacher and the administrator.

Unified Talent Perform Electronic Evaluation System
Unified Talent Perform is an electronic system where all of the teacher evaluation forms are easily accessed online- including the goal setting, mini-classroom observation, formal observation, probationary interim report, summative evaluation form, formative options checklist and various examples of surveys.

Why Unified Talent Perform? The system allows the school division to increase the efficiency of supervision and evaluation by reducing the allowance on paper forms and extensive portfolios. Since teachers may upload evidence and data directly into the system, there is a reduced

reliance on maintaining a teacher portfolio. All evaluation forms are stored, reviewed, and signed (electronically) through the Unified Talent Perform system. Employees receive automatic reminders to complete their forms. Completed evaluations are automatically forwarded to the appropriate supervisors for review and signature. The system gives you any time, anywhere access to the forms, and get status of any evaluation. Viewing a teacher's artifacts is as easy as a click of a button. Teachers are able to align artifacts and evidence directly to standards and support the evaluation process.