



Richmond Public Schools

Teacher Performance Evaluation System (TPES)

Revised April 2017

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

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

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

Purposes

The primary purposes of TPES are to:

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

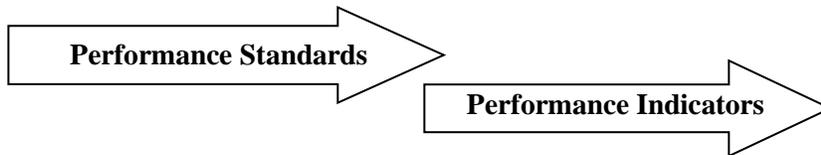
The distinguishing characteristics of TPES are:

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

IDENTIFYING TEACHER PERFORMANCE STANDARDS

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

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



Performance Standards

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

Performance Standard 1: Professional Knowledge

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

The code of Virginia requires that evaluations be consistent with the Uniform Performance Standards.

Performance Standard 2: Instructional Planning

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

Performance Standard 3: Instructional Delivery

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

Performance Standard 4: Assessment of and for Student Learning

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

Performance Standard 5: Learning Environment

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

Performance Standard 6: Professionalism

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

Performance Standard 7: Student Academic Progress

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

Performance Indicators

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. The performance indicators are *examples* of the types of performance that will occur if a standard is being successfully met. ***The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.***

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

Figure 1: Sample of Performance Standard and Indicators

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

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

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout 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.

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

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 2 below provide accurate feedback on teacher performance.

*The Code of Virginia
requires the use of
Observation and
Measures of Academic
Progress.*

Figure 2: Data Sources for Teachers

Data Source	Definition
Goal Setting for Student Progress (Required)	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers are required to set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
Observations (Required)	Classroom observations provide key information on several of the specific standards. A pre-conference must be held before the initial formal observation for all teachers. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third is suggested by March 15 and no later than May 1. Teachers employed under a continuing contract will be observed at least once per year is suggested by March 15, and no later than May 1. Additional observations for any staff member will be at the principal’s discretion. All observations will include a classroom observation of at least 30 minutes and a post-conference within five business days.
Teacher Documentation Log (Required)	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.

Student Progress

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate growth as a significant component of the evaluation. In Richmond City Public Schools, student growth accounts for 40 percent of a teacher's evaluation. There are three key points to consider in this model:

*The Code of Virginia
requires the use of
Measures of Academic
Progress.*

1. Student learning, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.
2. At least 20 percent of the teacher evaluation (50 percent of the growth measure) is comprised of growth as determined from the Virginia state growth measure, student growth percentiles, when the data are available and can be used appropriately.
3. Another 20 percent of the teacher evaluation (50 percent of the growth measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. **Note:** Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school.

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

Student Growth Percentile Scores

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

^a Domaleski, C. & Hill, R. (2010). Considerations for using assessment data to inform determinations of teacher effectiveness. Center for Assessment. Available at: <http://www.nciea.org/papers-UsingAssessment Data4-29-10.pdf>.

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

Student growth percentiles provide student-level progress information for students at all achievement levels. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores). The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.^b

SGPs describe the percentile for *change in achievement*, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student's current achievement is, taking account of where they started.

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

- Low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.

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

- High-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.^c

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

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

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

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

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

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

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as one indicator of student progress, described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when a teacher’s median student growth percentile is 65, this indicates that half of this teacher’s students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, teachers and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, teachers’ growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.

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

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

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

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

Instructional Personnel	Application of student growth percentiles	Other growth measures
<p>TIER I: Teachers of reading and mathematics for whom student growth percentiles are available (4-8 English/Math Classes)</p>	<p>20% of the total evaluation based on median growth percentile when:</p> <ul style="list-style-type: none"> • data from <i>at least</i> 40 students are available, possibly from multiple years; • data from students are representative of students taught^d; and • data from <i>at least</i> two years are available; three years should be reviewed whenever possible. 	<p>20% of the total evaluation based on other growth measures.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).
<p>TIER 2: Teachers who support instruction in reading and mathematics for whom student growth percentiles are available.</p>	<p>When aligned to individual or school-wide goals, no more than 20% of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).</p> <ul style="list-style-type: none"> • Decisions about the application of student growth percentiles for support teachers must be made locally. • Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers. 	<p>20% or 40% of the total evaluation based on growth measures other than the SGP, depending on the application of student growth percentiles.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.

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

Instructional Personnel	Application of student growth percentiles	Other growth measures
<p><u>TIER 3:</u> Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available</p>	<p>Not applicable</p>	<p>40% of the total evaluation based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.

Goal Setting for Student Progress^e

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student progress goal setting is designed to improve student learning.

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

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

Teachers have a definite and powerful impact on student learning and academic performance.^f The purpose of goal setting process includes focusing attention on students and on instructional improvement. This process is based on identifying achievement goals that the student needs to reach by the end of the year, determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

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

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

^f Tucker, P. D. & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Observations

Direct classroom observations are a useful way to collect information on teacher performance. Classroom observations should be only one component of the data collection. Observations can take on a variety of forms and can be conducted in a variety of settings—ranging from quick, drop-by classroom visits to formal, preplanned observations.³ Types of observations might include formal, informal, and walkthrough, among others. It is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.⁴

Formal Observations

During a formal observation, the evaluator conducts the observation—either announced or unannounced—of a teacher who is presenting a lesson or interacting with students. The evaluator may use the formal observation as one source of information to determine whether a teacher is meeting expectations for performance standards. A formal classroom observation should last at least thirty minutes. For maximum value, the building-level administrator should ensure that formal observations occur throughout the year.

Probationary teachers will have a formal observation at least three times each year. Two of these observations will occur prior to the end of the first semester and the third is suggested by March 15 and no later than May 1. A pre-conference must be held before the initial observation for all teachers using the Pre-observation Conference Record. Teachers employed under a continuing contract will have at least one formal observation each year by March 15. Additional observations for any staff member will be at the principal's discretion. Observations may be conducted by school administrators and designees, central office administrators, instructional specialists, department chairs, other outside agencies, and members from the Virginia Department of Education. After each formal observation, a post-conference will be held within 5 business days using the Formal Classroom Observation Form.

After each formal observation, one copy of the Formal Classroom Observation Form will be given to the teacher and one copy will be maintained by the principal for the entire evaluation cycle.

Informal Observations

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

Informal observations might include observing instruction for a short duration or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science lab experiment or observing a teacher participating in a faculty meeting or committee meeting. Informal observations data are focused on specific, factual descriptions of performance.

Feedback will be provided to the teacher either verbally or in writing.

Walkthrough Observations

Walkthrough observations are designed to provide brief (up to fifteen minutes) visits in multiple classrooms.

Observation Forms

The Pre-observation Conference Record and the Formal Classroom Observation Form must be used during the formal observation. A variety of forms may be used during informal and walkthrough observations.

^a Tucker, P. D. & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

^a Tucker, P. D. & Stronge, J. H. (2005).

Teacher Documentation Log

The purpose of the *Teacher Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. There are three items required in the *Teacher Documentation Log* (Cover Sheet, Student Progress Goal Setting Form, and Evidence of Parent Communication); however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Performance Standards. These documents provide principals with information they likely would not observe during an observation. Specifically, the *Teacher Documentation Log* provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with a principal. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the *Teacher Documentation Log* is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is required for all performance standards.

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

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

The Teachers Documentation Log:

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

Figure 3 shows examples of items that may be included in the *Teacher Documentation Log*. This is not an all-inclusive list. A minimum of two examples per standard.

Required Items in the *Teacher Documentation Log*: Cover Sheet, Student Progress Goal Setting Form, and Parent Evidence of Communication.

Figure 3: Sample Items in the *Teacher Documentation Log*

Standards	Examples of Evidence
1. Professional Knowledge	May include: <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
2. Instructional Planning	May include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> ○ Sample lesson or unit plan ○ Course syllabus ○ Intervention plan ○ Substitute lesson plan ○ Annotated learning objectives
3. Instructional Delivery	May include: <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units*
4. Assessment of and for Student Learning	May include: <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessments • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: <ul style="list-style-type: none"> ○ Brief report describing your record keeping system and how it is used to monitor student progress ○ Copy of scoring rubrics ○ Photographs or photocopies of student work with written comments ○ Samples of educational reports, progress reports or letters prepared for parents or students ○ Copy of disaggregated analysis of student achievement scores on standardized test ○ Copy of students' journals of self-reflection and self-monitoring

5. Learning Environment	May include: <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures
6. Professionalism	May include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communications with students, families, colleagues and community Examples: <ul style="list-style-type: none"> ○ Copy of classroom newsletter or other parent information documents ○ Sample copy of interim report
7. Student Academic Progress	Student Achievement Goal Setting Document

****Media Release Forms are needed for students***

The *Teacher Documentation Log* is not:

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

Alignment of Performance Standards with Data Source

Some performance standards are best documented through observations (e.g. instructional delivery, learning environment). Other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 4 shows the alignment of performance standards by data source.

Figure 4: Aligning Multiple Data Sources with Performance Standards

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

Evaluation of performance quality typically occurs at the end of the evaluation cycle. The rating for each performance standard is based on multiple sources of information. Further details on the rating process are provided in subsequent sections of the *Teacher Performance Evaluation System Manual*.

Evaluation Schedule

All teachers in Richmond City Public Schools will be evaluated annually pursuant to the guidelines in the *Teacher Performance Evaluation System Manual*. All evaluations are to be completed by June 15 and submitted to the Human Resources Department by June 30. Figure 5 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations and goal setting.

A probationary teacher will be observed a minimum of three times each year. Teachers who attained continuing contract status in another school division in Virginia will follow the probationary cycle for one year. Probationary teachers will receive a mid-year review using the *Teacher Interim Performance Report* to provide systematic feedback prior to the final evaluation. This is suggested to occur by February 15, and no later than March 15. Teachers will be evaluated using multiple data sources to determine if the teacher has shown evidence of each of the performance standards. Probationary teachers will receive an end-of-year evaluation using the *Teacher Performance Report*.

A continuing contract teacher will be observed a minimum of one time each year. Continuing contract teachers may receive a mid-year review using the *Teacher Interim Performance Report* based on observation(s) and other data. The mid-year review may also provide systematic feedback prior to the final evaluation. Teachers will be evaluated using multiple data sources to determine if the teacher has shown evidence of each of the performance standards. Continuing contract teachers will receive an end-of-year evaluation using the *Teacher Performance Report*.

The Teacher Interim Performance Report and the Teacher Performance Report can be found in Part III.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers to another RPS school, the documentation may be forwarded to the receiving school's principal. At the end of an evaluation cycle, the evaluator retains copies of the Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Form(s), and the Teacher Performance Report at the school/worksite.

This schedule was developed to clarify the evaluation timeline, expectations, and responsibilities.

Figure 5: TPES Evaluation Schedule

Timeline	<p align="center">Activity for Professional Improvement</p> <p align="center"><i>This document is for internal use only to provide a rigorous timeline to ensure we meet all deadlines in the evaluation process. These guidelines, dates, or actions do not supersede Virginia Law or School Board Policy.</i></p>	Task or Document	
By October 15	<ul style="list-style-type: none"> Establish agreed upon student progress goal (For your teachers, please do not use SOL measures for SMART goals as that is not appropriate). Make a copy of the signed document and let the teacher keep the original (they will need it at the midyear). 	Goal Setting for Student Progress Form	
Before the end of the 1 st Quarter	<ul style="list-style-type: none"> First Formal Observation of all probationary teachers must be completed and documented. Provide objective and actionable feedback. 	Observation Form	
Before the end of the 1 st Semester	<ul style="list-style-type: none"> Second Formal Observation of all probationary teachers and Formal observation of all continuing contract teachers must be completed and documented. If a performance improvement plan (PIP) is needed as a result of accumulated documentation, create and implement the PIP at this time (if you have not already done so) in order to provide enough time for the improvement process. Any placement of a teacher on a PIP must be reviewed and approved by the assistant superintendent. Once the plan is approved, the assistant superintendent will then submit the documentation to the Department of Human Resources. 	Observation Form Performance Improvement Plan Template (if required)	
Before end of the 1 st Semester	<ul style="list-style-type: none"> Summary of Student Survey Feedback (all probationary and continuing contract teachers) should be received. This survey instrument is included in the TPES Handbook and you are not entitled to the results of the survey, only the summary of results. 	Student Surveys and Student Survey Summary Form	
By February 15	<ul style="list-style-type: none"> Conduct mid-year review conference for all teachers using the Interim Performance Report form. Focus on facts and objective data: nothing subjective. Conduct mid-year review of student progress goal (all probationary and continuing contract teachers) and sign off on the appropriate form (this should be the same form from the goal setting conference in the fall). Make a copy of the midyear and allow the teacher to keep the original. <i>Note: if you are considering placing a teacher on an improvement plan at this time or a later date this academic year, you should not expect the outcome of that PIP to impact a recommendation for non-renewal for this academic year.</i> 	Goal Setting for Student Progress Form Teacher Documentation Log Interim Performance Report	
By March 15	<ul style="list-style-type: none"> Third and final required Formal Observation of probationary teachers should be completed and documented. Decisions should be made about proceeding with a recommendation for non-renewal at this time. If you have not already done so, reach out to your assistant superintendent to review documentation. 	Observation Form	
By April 15	<ul style="list-style-type: none"> Notification of recommendation of non-renewal is due to Human Resources from the assistant superintendent(s). Teacher(s) is (are) notified by the principal of the recommendation for non-renewal. <i>Note: recommendations for non-renewal after this date would only proceed due to substantive infractions of employment.</i> 		
By May 15	<ul style="list-style-type: none"> Submission of end-of-year review of student progress goal; goal conference final meeting. (this should be the same form from the goal setting conference in the fall and the mid-year review of the goal). Make a copy of the midyear and allow the teacher to keep the original. Review documentation log and all teacher provided evidence Exit any PIP(s) 	Goal Setting for Student Progress Form Teacher Documentation Log	
End of Year Review: by June 15	<ul style="list-style-type: none"> End of year evaluation (all probationary and continuing contract teachers) complete. Be sure to use the rubric and properly add up the points determining the final evaluation rating. 	Teacher Performance Report	
By June 30	<ul style="list-style-type: none"> Submission of all Teacher Performance Reports to Human Resources 	Teacher Performance Report	

MAKING OVERALL EVALUATION DECISIONS

Two major considerations used to assess job performance during the evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, *Teacher Documentation Log*). The performance appraisal rubric and performance indicators (see Part II) provide a description of the teacher performance standards.

Definitions of Ratings

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

The ratings are as follows:

Categories	Ratings (Point Value)
Exemplary	4 Points
Proficient	3 Points
Developing / Needs Improvement	2 Points
Unacceptable	1 Point

Figure 6 offers general descriptions of these ratings.

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

Responsibility for the Ratings

An assistant principal may evaluate teachers; however, the principal has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback.

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

Category	Description	Definition
Exemplary (4 Points)	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> • consistently exhibits behaviors that have a strong positive impact on learners and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient (3 Points)	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: <ul style="list-style-type: none"> • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate
Developing/ Needs Improvement (2 Points)	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable (1 Point)	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

Rating Teacher Performance

Evaluators have two tools to guide their rating of teacher performance: (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. 6). 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 evaluation of all teachers. **Note: The rating of “proficient” is the expected level of performance.**

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

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

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

Exemplary	Proficient <i>Proficient is the expected level of performance.</i>	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.

Evaluations are to be completed by June 15.

The evaluator submits the signed *Teacher Performance Report* to the Human Resource Department by June 30.

Overall Evaluation Rating

In addition to receiving a diagnostic rating for each of the seven performance ratings, the employee will receive an overall evaluation rating at the conclusion of the evaluation cycle. This will reflect an overall evaluation rating for the employee.

The overall rating will be rated “Exemplary”, “Proficient”, “Developing/Needs Improvement”, or “Unacceptable.”

1. If the employee has an “unacceptable” rating on two or more of the seven performance standards, or one “unacceptable” rating on standard seven, the individual will receive an overall performance rating of “unacceptable.”

Weighting for Teacher Performance Standards for Making Overall Rating Calculations

Teacher Performance Standard	Weighting
Standard 1	1
Standard 2	1
Standard 3	1
Standard 4	1
Standard 5	1
Standard 6	1
Standard 7	4

Standards 1 through 6 carry a weight of 1. Thus, the maximum score that can be attained for each standard is 4 (*Exemplary score of 4 x weighting of 1 = 4*). Standard 7 carries a weight of 4. Thus, the maximum score that can be attained for Standard 7 is 16 (*Exemplary score of 4 x weighting of 4 = 16*).

Cut Scores for Overall Evaluation Ratings

Score Range	Performance Level Rating
35-40	Exemplary
26-34	Proficient
20-25	Developing / Needs Improvement
10-19	Unacceptable

Decision Rule for Judging Standard 7

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

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

Request for Review Procedures

Those evaluations in which there is a disagreement between the evaluator and evaluatee, or in which there are two or more “developing/needs improvement” and/or one or more “unacceptable” ratings on the Teacher Performance Report must be submitted in writing to the next supervisory level for review within 15 business days. It is the teacher’s responsibility to request the review.

IMPROVING PROFESSIONAL PERFORMANCE

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

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

Figure 8: *Two Tools to Increase Professional Performance*

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

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

Support Dialogue

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

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

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support may I or others at the school/worksites provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

Performance Improvement Plan

A *Performance Improvement Plan* (Part III) is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more “Not Evident” ratings on an interim review will be placed on a *Performance Improvement Plan*. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Teacher Performance Evaluation Report*:

- a rating of “Developing/Needs Improvement” on **two or more** performance standards, or
- a rating of “Unacceptable” on **one or more** performance standards or an overall rating of “Unacceptable.”

Implementation of Performance Improvement Plan

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

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- provide and review performance data including observations;
- formulate a Performance Improvement Plan in collaboration with the teacher to include established benchmarks;
- review progress made on the Performance Improvement Plan according to the established benchmarks; and,
- review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period.

Assistance may include:

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

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review the results of the Performance Improvement Plan. The options for a final recommendation are:

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

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

Request for Review of an “Unacceptable” Rating

The teacher may request a review of the evidence in relation to an “Unacceptable” rating as a result of a *Performance Improvement Plan*. This request for a review must be submitted to the next supervisory level within 5 business days.

PART II: PERFORMANCE STANDARDS

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

PERFORMANCE STANDARD 1: Professional Knowledge

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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 understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.¹

- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.²
- Identifies instructional objectives and activities³ to promote students’ cognitive and developmental growth.

PERFORMANCE STANDARD 2: Instructional Planning

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

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

PERFORMANCE STANDARD 3: Instructional Delivery

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.⁴
- Uses a variety of instructional strategies.⁵
- Uses research-based strategies to make instruction student-centered.⁶
- Involves students in cooperative learning to enhance higher-order thinking skills.⁷
- Uses students' prior knowledge to facilitate student learning.⁸
- Possesses strong communication skills,⁹ offering clear explanations and directions.¹⁰
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.¹¹
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹²

PERFORMANCE STANDARD 4: Assessment of/for Learning

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

Sample Performance Indicators

- 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.

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback¹³ and reinforcement.¹⁴
- Gives homework and offers feedback on the homework.¹⁵
- Uses open-ended performance assignments.¹⁶

- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.¹⁷ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.¹⁸
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.¹⁹

PERFORMANCE STANDARD 5: Learning Environment

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Cares about students as individuals and makes them feel valued.²⁰
- Adapts teaching to address student learning styles.²¹
- Acknowledges his or her perspective and is open to hearing their students' worldviews.²²
- Is culturally competent.²³
- Seeks to know about the cultures and communities from which students come.²⁴

PERFORMANCE STANDARD 6: Professionalism

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.²⁵
- Uses multiple forms of communication between school and home.²⁶
- Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁷
- Is culturally competent.²⁸
- Seeks to know about the cultures and communities from which students come.²⁹

Performance Standard 7: Student Academic Progress

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

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

Sample Performance Indicators

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

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

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	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.

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Knows the students' abilities and sets realistic goals.³⁰
- Raises the achievement levels for all groups of students in the classroom.³¹
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.³²

PART III: FORMS AND LOGS

INTRODUCTION

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

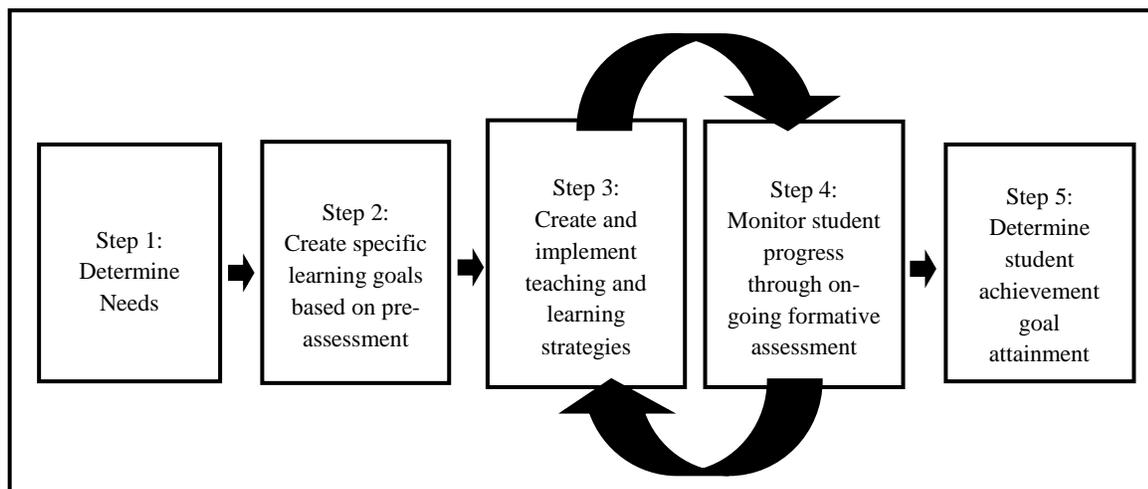
Figure 9: *Items Used as Evidence of Quality Work Performance*

Form	Documentation Completed by	
	<i>Evaluator</i>	<i>Teacher</i>
Goal Setting for Student Progress Form	✓	✓
Observation Form	✓	
Teacher Documentation Log Cover Sheet (and other artifacts)		✓
Student Surveys (recommended to be completed) 1-2 Survey 3-5 Survey 6-8 Survey 9-12 Survey		✓
Student Survey Summary Form (inclusion in Documentation Log is optional)		✓
Teacher Interim Performance Report	✓	
Teacher Performance Report	✓	
Performance Improvement Plan (if needed)	✓	

TEACHER GOAL SETTING PROCESS

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

Figure 10: *Student Achievement Goal Setting Process*¹



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

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

- criterion-referenced tests

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

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

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

Developing Goals

Goals are developed by October 15. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

Figure 11: *Acronym for Developing Goals*

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

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

Figure 12: *Sample Goals*

Fourth Grade Sample Goal:

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

Grade 7 Mathematics Sample Goal:

All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math SOL Test.

High School English Sample Goal:

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

Middle School Self-Contained Special Education Sample Goal:

The students will increase their Brigance Age Equivalents by an average of 6 months.

Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator by October 15.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 15. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By June 1, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. The due date for the end-of-year reviews may be extended in order to include the current year's testing data or exam scores.

Goal Setting Form Explanation

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

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

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

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

Elementary English / Reading		
<ul style="list-style-type: none"> • Child Observation Record (Pre-K) • High Scope (Pre-K) • PALS (Pre K-3) • Voyager (K-2) • Houghton-Mifflin (K-5) • Benchmark Assessments • IEP Goals (Low Incidence) 	<ul style="list-style-type: none"> • Required Reading (five novels with three project based activities) • Writing: Writing Portfolios 	<hr/> <p><i>Richmond City developed this list to reflect specific tests available to RPS.*</i></p> <hr/>
Elementary Mathematics		
<ul style="list-style-type: none"> • Benchmark Assessments • Child Observation Record (Pre-K) 	<ul style="list-style-type: none"> • Division made pre /post tests • ARDT (Grades 4-5) 	
Elementary Social Science / Science		
<ul style="list-style-type: none"> • History Fair Projects • Project based activity every nine weeks 	<ul style="list-style-type: none"> • Benchmark Assessments 	
Middle School English / Reading		
<ul style="list-style-type: none"> • Gates McGinitie • Voyager / Passport / Language Benchmarks • IStation • Required Reading (six novels with four project based activities) 	<ul style="list-style-type: none"> • Benchmark Assessment • IEP Goals (Low Incidence) • Edmark (Low Incidence) • Wilson (Exceptional Ed) • Writing: Writing Portfolios 	
Middle School Mathematics		
<ul style="list-style-type: none"> • ARDT (Grades 6-8) • Benchmark Assessments 	<ul style="list-style-type: none"> • Division made pre / post test 	
High School English and Language Arts		
<ul style="list-style-type: none"> • Gates McGinitie (Grade 9) • Benchmark Assessment • Required Reading (eight novel minimum, with five project based activities) 	<ul style="list-style-type: none"> • IEP Goals (Exceptional Education) • Language / Wilson • Edmark (Low Incidence) • Writing: Writing Portfolios 	
High School: Mathematics		
<ul style="list-style-type: none"> • ARDT (Grade 9) • Benchmark Assessment • Division made pre / post tests 	<ul style="list-style-type: none"> • IB/AP Practice Test • SAT Practice Test • ACT Practice Test 	
Social Science / Science (Grades 4-12)		
<ul style="list-style-type: none"> • Benchmark Assessment • Project-Based Activity • IEP Goals (Low Incidence) 	<ul style="list-style-type: none"> • Edmark (Low incidence) • Other measures as established by the evaluator and evaluatee 	
Extended Core		
<ul style="list-style-type: none"> • Certifications and content approved assessments • Other measures as established by the evaluator and evaluatee 		
*Other measures as approved by the division		

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

- Select an emphasis for your goal, focusing on the classroom/teacher level and/or content area.
- Develop an annual SMART goal for improving student achievement.

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

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

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

VI. **Mid-year review:** The accomplishments of the learner are reviewed by February 15. If needed, additional support will be provided.

VII. **End-of-year data results:** The accomplishments of the learner are reviewed by June 15.

The Goal Setting for Student Progress Form follows.



Goal Setting for Student Progress Form

(Principal maintains a copy of this form at the end of the year)

Teacher's Name:	Location:
Evaluator's Name:	Evaluator's Title:
Subject/Grade:	School Year:

DIRECTIONS: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. **NOTE:** When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text) **Initial Goal Submission due by 10/15 to the evaluator**

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

APPROVAL OF GOAL

This section to be completed by the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART criteria. Provide a rating by checking the appropriate box in the rubric below.

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

FEEDBACK ON GOAL:

Strengths:

Areas for Improvement*:

NEXT STEPS:

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

Sign form after feedback has been provided from evaluator and/or goal has been revised.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

*Comments are required if areas of improvement are noted

MID-YEAR REVIEW: (TO BE COMPLETED BY 2/15)

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

END-OF-YEAR REVIEW (TO BE COMPLETED BY 6/15)

Appropriate Data Received

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

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____



Formal Classroom Observation Form

Directions: Observers must use this form to provide feedback to teachers about the observation. Some standards may not be documented in a single observation. Refer to the Performance Standards for examples of performance indicators (Part II). Components of RPS Instructional Model shall be evident during the classroom observation. A copy of this form will be given to the teacher.

Teacher's Name: _____ **Location:** _____

Observer's Name: _____ **Observer's Title:** _____

Date of Observation: _____ **Time of Observation:** _____ **Subject/Grade:** _____

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

Additional Comments:

Teacher's Signature _____ Date _____

Observer's Signature _____ Date _____

	<h2 style="margin: 0;">Pre-Observation Conference Record*</h2>
---	--

*Components of the RPS Instructional Model shall be evident during the classroom observation.

Teacher's Name: _____ **Location:** _____
Subject/Grade: _____ **School Year:** _____ - _____
Conference Date: _____ **Evaluator's Name:** _____

Inquiries	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> • The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned? • What have/will you have done instructionally with students in the days prior to the observation? • What part of the instructional model will I be observing? 	
2. Describe the demographics of the class.	
3. What instructional methods will be used?	
4. What will you be highlighting in this lesson?	
5. What, if any, are areas of concern(s)?	
6. How will you determine that learning occurred?	

	<h2 style="margin: 0;">Teaching and Learning Focused Walkthrough Form</h2>
---	--

School: Teacher: Subject:

Date of Visit: Time Arrived: Time Departed:

<i>Rigor</i>		
YES	NO	N/A
		The teacher has an appropriate, aligned lesson plan.
		The learning objective is posted, specific, in student language, and referenced throughout the lesson.
		Was the essential question aligned with the curriculum framework and lesson plan?
		The essential question is referenced throughout the lesson.
		The essential question is answered during the lesson.
		The students demonstrate knowledge of what they are learning, why they are learning it, and how they will use it.
		Teacher does not accept lower level responses or leave a response without asking for justification or expansion.
		After a student provides an answer, the teacher extends the question by following up with a higher level question.

Comments:

What are students doing as you enter the class/initially? (Check as many as apply.)

	Receiving Information		Using Resources Other Than Books (Specify) Math two sided tiles
	Applying Skills		
	Practicing New Skills		Discussing
	Presenting Information		Collaborating...
	Reviewing Material		In formal groups
	Testing/Assessment		In informal groups
	Participating in a Lab		In pairs
	Viewing a Video	Other:	
	Using Technology (Specify) Students put the problem they solved on the SMART Board for others		
	Using Internet (Specify)		

Comments:

As you observe, what do the students demonstrate? (Check as many as apply.)

What evidence of differentiated instruction is observed?

How are the students challenged to think and to communicate their thoughts orally and in writing?

How are students with special needs participating in the classroom activities?

In what way does the classroom set-up meet the needs of the students/lesson? Is flexibility evident?

There is evidence that the students are:

supported rewarded encouraged to learn recognized

What is the evidence?

The school mission/purpose is evident in the classroom instruction by:

The school wide learning expectations are observed by:

What was the best evidence of learning observed in this class?

Observer Signature

	<h2>Teacher Documentation Log Cover Sheet</h2>
---	--

(Supervisor maintains a copy of the cover sheet at the end of the year)

Teacher's Name: _____ Location: _____

School Year: _____ - _____

Standards	Examples of Evidence	Include a Minimum of Two Types of Evidence
1. Professional Knowledge	May include: <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by ITRT 	
2. Instructional Planning	May include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery	May include: <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Examples of Evidence	Include a Minimum of Two Types of Evidence
<p>4. Assessment of and for Student Learning</p>	<p>May include:</p> <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	
<p>5. Learning Environment</p>	<p>May include:</p> <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

Standards	Examples of Evidence	Include a Minimum of Two Types of Evidence
6. Professionalism	<p>May include:</p> <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Parent Communication Log • Evidence of communication with students, families, colleagues and community <p>Examples:</p> <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports 	
7. Student Academic Progress	Goal Setting for Student Progress Form	

	<h2 style="margin: 0;">Parent Communication Log*</h2>
---	---

*Th Teacher's Name: _____ School Year: _____ - _____

Location: _____

is sample may be used as evidence of parent communication.

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

Richmond Public Schools Teacher Performance Evaluation System

				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

	<h2 style="margin: 0;">Professional Development Log*</h2>
---	---

**This sample may be used as evidence of Professional Development.*

Teacher's Name: _____ School Year: _____ - _____

Location: _____

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

****This form is not to be used for recertification.***

	<h2 style="text-align: center;">Teacher Interim Performance Report</h2>
---	---

Teacher's Name _____ **School Year** _____ - _____

Subject/Grade _____ **Location** _____

Directions: Evaluators use this form by February 15 to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines. The teacher should receive a copy of this report.

Strengths:

Areas of Improvement*:

Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

**Comments are required if areas of improvement are noted*

1. Professional Knowledge: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
- Not Evident

2. Instructional Planning: *The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
- Not Evident

3. Instructional Delivery: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
- Not Evident

4. Assessment of and for Student Learning: *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
 Not Evident

5. Learning Environment: *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
 Not Evident

6. Professionalism: *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
 Not Evident

7. Student Academic Progress: *The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

Comments:

- Evident
 Not Evident

	<h2 style="margin: 0;">Teacher Performance Report</h2>
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Teacher's Name: _____ **Location:** _____

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

Employee ID Number: _____

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

Directions: Principals use this form at the end of the school year to provide teachers with an assessment of their performance. The teacher should receive a copy of the form. The signed form is submitted to the principal within 5 calendar days of the evaluation meeting. This form is due to the Human Resources Department by June 30.

Performance Standard 1: Professional Knowledge

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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 understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments*:			

**Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

Performance Standard 2: Instructional Planning

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

Performance Standard 3: Instructional Delivery

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

**Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

Performance Standard 4: Assessment of and for Student Learning

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

Performance Standard 5: Learning Environment

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

**Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

Performance Standard 6: Professionalism

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

Performance Standard 7: Student Academic Progress

(4)	(3)	(2)	(1)
Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

**Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

	<h2 style="margin: 0;">Performance Improvement Plan</h2>
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Teacher's Name: _____ **Location:** _____

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

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

_____ Evaluator's Signature/Date Initiated	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance. _____ Teacher's Signature/Date Initiated
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Results of Performance Improvement Plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</i>

Final recommendation based on outcome of Improvement Plan:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated "Proficient."
- Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the teacher is rated "Unacceptable."

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

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

____ **Additional Pages Attached**

Evaluator’s Signature/Date Reviewed

Teacher’s Signature/Date Reviewed

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

PART IV: Additional forms for positions on the Teacher Salary Schedule

See separate document

PART V: DEFINITIONS

For purposes of this evaluation process, the following terms are defined below:

Artifacts: The products resulting from a teacher’s work that provide evidence of one or more of the teacher performance standards. Examples include, but are not limited to: transcripts, lesson plans, professional development, and a student survey summary.

Continuing Contract: Continuing contracts are issued to qualified teachers holding a Collegiate Professional or higher license upon completion of three (3) years of satisfactory service in Richmond Public Schools or, in the case of a teacher who has attained a continuing contract status in another school division in the state, following completion of one (1) year of satisfactory service with Richmond Public Schools.

Teacher Documentation Log: An organized collection of work that demonstrates the teacher’s skills, talents, and accomplishments for the evaluation cycle and provide an opportunity to demonstrate professional competence with regard to meeting division teaching standards.

Evaluatee: Person being evaluated.

Evaluation: The annual overall end-of-year evaluation as documented on the Teacher Performance Report.

Evaluator: The evaluator for teachers will be the principal or designee serving in an administrative capacity.

Evidence: Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given performance standard.

Formal Observation: An observation of the actual performance of the teacher in his/her specific professional assignment.

Goal Setting for Student Progress: Provides a set of steps on how to accomplish a specific skill or task. Setting goals not only helps students, but helps teachers monitor progress and accomplish skills and tasks with students.

Informal Observation: An observation that is used to supplement the formal observations.

Observation: Direct classroom observation as a useful way to collect information on teacher performance.

Observer: One who observes the instructional process and setting. Observers may be school administrators and designees, division academic supervisors, instructional specialists, department chairs, and members from the Virginia Department of Education.

Performance Improvement Plan: A step-by-step action plan that is developed to help improve an employee's performance. The plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources.

Performance Indicators: The performance indicators are *examples* (tangible and/or observable behaviors) of the types of performance that will occur if a standard is being successfully met.

Performance Rating Scale: The following rating scale will be used for determining the end-of-year evaluation rating:

- **Exemplary (4 points):** Teacher maintains performance, accomplishments and behaviors that consistently surpass the established standard. Rating reserved for performance that is truly exemplary that exemplifies the school's mission and goals.
- **Proficient (3 points):** Teacher meets the standard in a manner consistent with the school's mission and goals.
- **Developing/Needs Improvement (2 points):** Teacher often performs below the established standard or in a manner inconsistent with the school's mission and goals.
- **Unacceptable (1 point):** Teacher consistently performs below the established standard or in a manner inconsistent with the school's mission and goals; when a teacher is rated "Unacceptable," the teacher may be recommended for dismissal.

Performance Rubric: A four point behavioral summary scale that is applied for the end-of-year evaluation of all teachers and guide evaluators in assessing *how well* a standard is performed.

Performance Standards: Seven (7) clearly defined professional responsibilities used to collect and present data to document performance that are based on job expectations.

Probationary: The initial probationary period for a teacher under contract shall be three (3) years before being issued a continuing contract. If continuing contract status has been attained by a teacher in another Virginia school division, the teacher shall be required to serve a probationary period of one (1) year before attaining continuing contact status in this school division.

SMART Goals: Goals are Specific, Measurable, Appropriate, Realistic, and Time Limited. Goals should be developed by October 15.

Student Growth Percentiles: A growth percentile expresses how much progress a student has made in either reading or mathematics relative to the progress of students whose achievement was similar on previous assessments. It is calculated by identifying all students in the state whose previous SOL scaled scores in a subject are statistically similar and, then, comparing the achievement of these students on the next grade-level test.

Student Surveys: A method for gathering and analyzing information that will help teachers reflect on their practice. They are intended to provide feedback directly to the teacher for growth and development.

Support Dialogue: A school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth.

Teacher Documentation Log: Provides evidence of performance related to specific standards.

Teacher Interim Performance Report: An interim review, especially for probationary teachers, designed to provide systematic feedback prior to the completion of the end-of-year evaluation.

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