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# **PART I: INTRODUCTION AND PROCESS**

## **INTRODUCTION**

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

## **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 Amherst County Public Schools,
- ◆ provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- ◆ implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of TPES are:

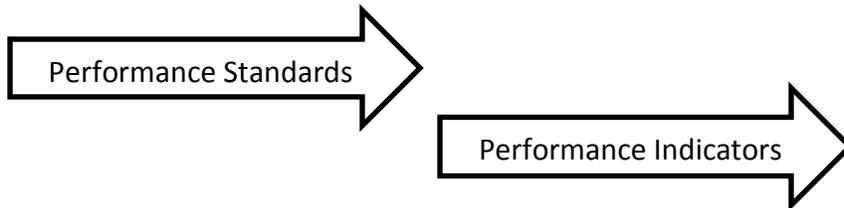
- ◆ a focus on the relationship between professional performance and improved learner academic achievement,
- ◆ sample performance indicators for each of the teacher performance standards,
- ◆ a system for documenting teacher performance based on multiple data sources,
- ◆ a procedure for conducting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

## **IDENTIFYING TEACHER PERFORMANCE STANDARDS**

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

term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

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



## PERFORMANCE STANDARDS

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

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

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

### **Performance Standard 2: Instructional Planning**

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

### **Performance Standard 3: Instructional Delivery**

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

### **Performance Standard 4: Assessment of/for Learning**

The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

### **Performance Standard 5: Learning Environment**

The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.

**Performance Standard 6: Professionalism and Communication**

The teacher maintains a commitment to professional ethics and the school’s mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.

**Performance Standard 7: Student Progress**

The teacher’s instructional efforts result in acceptable, measurable student progress based on established standards and goals.

## 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*

<p><b>Performance Standard 3: Instructional Delivery</b> The teacher effectively engages students in learning by using a variety of effective instructional strategies in order to meet individual learning needs.</p> <p><b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i></p> <p><b>The teacher</b></p> <ul style="list-style-type: none"><li>3.1 Engages and maintains students in active learning.</li><li>3.2 Builds upon students’ knowledge and skills.</li><li>3.3 Differentiates instruction to meet students’ needs.</li><li>3.4 Reinforces learning goals consistently throughout the lesson.</li><li>3.5 Uses a variety of effective instructional strategies and resources.</li><li>3.6 Uses instructional technology to enhance student learning.</li><li>3.7 Communicates and presents material clearly, and checks for understanding.</li></ul>
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The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level, but at the performance standard level.***

## DOCUMENTING PERFORMANCE

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

*Figure 2: Data Sources for Teachers*

<b>Data Source</b>	<b>Definition</b>
<b>Goal Setting for Student Progress</b>	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
<b>Observations</b>	Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.
<b>Teacher Documentation</b>	The Documentation Log includes both specific required artifacts and teacher selected artifacts that provide evidence of meeting selected performance standards.
<b>Student Surveys</b>	Teachers may choose to survey their students. If surveys are used, it is recommended that teachers enter a summary of the results in their Documentation Log. These surveys may provide additional data to the teacher which can influence teacher strategies in several of the standards.

## STUDENT PROGRESS

The *Virginia Department of Education Teacher Evaluation Guidelines* incorporates growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

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

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

### Student Percentile Growth Scores

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

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<sup>a</sup> 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-UsingAssessmentData4-29-10.pdf>.

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.<sup>b</sup>

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

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

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

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

## Amherst County Public Schools Teacher Performance Evaluation System

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.

In applying SGPs to teacher performance evaluation, 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 a 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*

<b>Range of median student growth percentile</b>	<b>Interpretation</b>
< 40	The majority of students demonstrated low growth
40 to 60	The majority of student demonstrated moderate or higher growth
> 60	The majority of students demonstrated high growth

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

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

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

*Table 2: Recommendations for use of Student Growth Percentiles in Teacher performance Evaluation (continued)*

<b>Instructional Personnel</b>	<b>Application of student growth percentiles</b>	<b>Other growth measures</b>
<p>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 percent 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"> <li>- Decisions about the application of student growth percentiles for support teachers must be made locally.</li> <li>- Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers.</li> </ul>	<p>20 or 40 percent 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"> <li>- Quantitative measure 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.</li> <li>- 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).</li> <li>- To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul>
<p>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 percent of the total evaluation based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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).</li> <li>- To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</li> </ul>

(The Tier Designation of personnel may change depending on circumstances. This decision will be made at the local level. For example, a Special Education teacher may be classified at Tier I, Tier II, or III, depending upon their assignment in the building.)

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

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 Achievement Goal Setting<sup>e</sup>* is designed to improve student learning.

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

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

### ***The Intent of Student Achievement Goal Setting***

Teachers have a definite and powerful impact on student learning and academic performance.<sup>1</sup> The purpose of goal setting includes focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

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

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

<sup>e</sup> Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission.

## OBSERVATIONS

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

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

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the discretion of the site administrator. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through a post-conference with the teacher. At the evaluator's discretion, a narrative letter may be used in lieu of the observation form.

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

## TEACHER DOCUMENTATION LOG

The purpose of the *Teacher Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. ***There are three items required in the Teacher Documentation Log (Cover Sheet, Student Progress Goal Setting Form, and Parent Communication Log)***; however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards. These documents

provide administrators with information they likely would not receive in an observation. Specifically, the *Teacher Documentation Log* provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the *Teacher Documentation Log* is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in **Part III**. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

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

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

### ***Documentation Log***

*A Documentation Log:*

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

### ***A Documentation Log is NOT***

*A Documentation Log is not:*

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

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

**Required Items**

*Figure 3: Sample Items in a Documentation Log*

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

		monitoring
Standards	Required Item	Examples of Evidence
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>
6. Professionalism and Communication	Evidence of: <ul style="list-style-type: none"> <li>* Commitment to professional growth</li> <li>* Parent Communication Log</li> </ul>	Can include: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> </ul>
7. Student Progress	* Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year

## STUDENT SURVEYS

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

Four different versions of the student survey are provided to reflect developmental differences. The teacher retains sole access to the results of the student surveys. The teacher may choose to include a summary of the survey data in the *Documentation Log*. (**Part III** – Student Survey Summary Form).

## EVALUATION SCHEDULE

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

### **Teachers New to Amherst County Public Schools**

All probationary teachers are evaluated summatively during each of their probationary years in the school division.

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

All teachers on continuing contract receive a summative evaluation every third year. Per the discretion of the site administrator, continuing contract teachers may receive summative evaluations per year as needed. Continuing contract teachers not receiving a summative evaluation will receive an interim performance report.

Unannounced observations and Goal Setting for Student Progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Announced observations are conducted yearly for new teachers for the first three years, and every third year for veteran teachers or as needed. *Documentation Logs* are considered to be a work in progress and are ongoing.

## DOCUMENTATION RECORDS

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

Amherst County Public Schools Teacher Performance Evaluation System

Figure 5: TPES Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1 <sup>st</sup> Month	Establishing student progress goal (all probationary and continuing contract teachers)	<i>Goal Setting for Student Progress Form</i>	√	√
Before the end of the 1 <sup>st</sup> Quarter	Observation of all <b>probationary</b> teachers	<i>Observation Form</i>	√	
Before the end of the 2 <sup>nd</sup> Quarter	Observation of all <b>probationary</b> and veteran teachers as required (needed)	<i>Observation Form</i>	√	
Mid-year	Mid-year review of student progress goal (all probationary and continuing contract teachers). Probationary teachers will review documentation log.	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	√	√
During the 2 <sup>nd</sup> Semester	Observation (all probationary and continuing contract teachers as required (needed))	<i>Observation Form</i>	√	
10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal (all probationary and continuing contract teachers in their summative evaluation year)	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	√	√
Before Last Week of School	Submission of end-of-year review of student progress goal (all continuing contract teachers <b>not</b> in their summative evaluation year). Review documentation log	<i>Goal Setting for Student Progress Form</i> <i>Documentation Log</i>	√	√
Before Last Week of School	Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year)	<i>Summative Evaluation Form</i>	√	
Before Last Week of School	Interim performance (all continuing contract/veteran educational specialists in years one and two of the three year cycle).	<i>Interim Performance Report</i>	√	

## MAKING SUMMATIVE DECISIONS

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

## DEFINITIONS OF RATINGS

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “exemplary” to “unacceptable.” This 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 the expectations (i.e., “developing/needs improvement” and “unacceptable”). Figure 6 (please see next page) offers general descriptions of these ratings.

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

### Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Amherst County Public Schools Teacher Performance Evaluation System

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

## RATING TEACHER PERFORMANCE

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation; (a) the sample performance indicators and (b) the performance rubric.

### Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on *Identifying Teacher Performance Standards*. 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 on the following page). **Part II** of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. **Note: The rating of “proficient” is the expected level of performance.**

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

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

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

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of the school year.

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

**Single Summative Rating**

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

The overall summative rating will be judged “acceptable” or “unacceptable.”

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

## 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 performance standards.

Two tools are provided in TPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Plan of Assistance*. The tools may be used independently of each other. Figure 9 shows the differences between the two processes.

Figure 8: Two Tools to Increase Professional Performance

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

\*The evaluator for teachers may be the principal or district supervisor. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *ACPS Teacher Plan of Assistance Program* 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 an *ACPS Teacher Plan of Assistance*. Once placed on an *ACPS Teacher Plan of Assistance* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

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

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

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

What support can I or others at the school/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 well?

## PERFORMANCE IMPROVEMENT PLAN

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on the *ACPS Teacher Plan of Assistance Program* (see *ACPS Teacher Plan of Assistance Program* in **Part III**).

A *Plan of Assistance* 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. Additionally, a *Teacher Plan of Assistance* will be required if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

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

### **Implementation of ACPS Plan of Assistance Program**

When a teacher is placed on a *Plan of Assistance*, the evaluator must:

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

Assistance may include:

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

### **Resolution of Performance Improvement Plan**

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

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

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

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

## 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, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.*

### Sample Performance Indicators

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

#### The teacher:

- 1.1 Addresses appropriate curriculum standards and integrates key content elements.
- 1.2 Facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate and current knowledge of subject matter.
- 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students.
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

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

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Facilitates planning units in advance to make intra-and interdisciplinary connections.<sup>3</sup>
- ◆ Plans for the context of the lesson to help students relate, organize, and make knowledge become part of their long-term memory.<sup>4</sup>
- ◆ Identifies instructional objectives and activities<sup>5</sup> to promote students’ cognitive and developmental growth.<sup>6</sup>

**Performance Standard 2: Instructional Planning**

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

**Sample Performance Indicators**

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

**The teacher:**

- 2.1 Analyzes and uses student learning data to inform planning.
- 2.2 Plans instruction effectively for content mastery, pacing and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns and connects lesson objectives to Virginia Standards of Learning and the school division’s curriculum.
- 2.5 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

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

- ◆ Constructs a blueprint of how to address the curriculum during the instructional time.<sup>7</sup>
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>8</sup>

**Performance Standard 3: Instructional Delivery**

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

**Sample Performance Indicators:**

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

**The teacher:**

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students’ existing knowledge and skills.
- 3.3 Differentiates instruction to meet 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 and presents material clearly and checks for understanding.

<b>Exemplary*</b> <i>In addition to meeting the standard</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher optimizes students’ opportunities 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 effective instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ individual learning needs.

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Contemporary Effective Teacher Research

- ◆ Stays involved with the lesson at all stages.<sup>9</sup>
- ◆ Uses a variety of instructional strategies.<sup>10</sup>
- ◆ Uses research-based strategies to make instruction student-centered.<sup>11</sup>
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.<sup>12</sup>
- ◆ Uses students’ prior knowledge to facilitate students’ learning.<sup>13</sup>
- ◆ Possesses strong communication skills,<sup>14</sup> offering clear explanations and directions.<sup>15</sup>

- ◆ Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.<sup>16</sup>
- ◆ Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.<sup>17</sup>

**Performance Standard 4: Assessment of/for Learning**

*The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.*

**Sample Performance Indicators**

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

**The teacher:**

- 4.1 Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 4.2 Creates or selects valid and appropriate assessments.
- 4.3 Aligns student assessment with established curriculum standards and benchmarks.
- 4.4 Uses a variety of formal and informal assessment strategies for instructional planning.
- 4.5 Gathers, analyzes, and uses data systematically to measure student progress and to Inform instructional decision-making.
- 4.6 Uses assessment tools for both formative and summative purposes to inform instruction.
- 4.7 Gives constructive and frequent feedback to students on their learning and progress toward their learning goals.

<b>Exemplary*</b> <i>In addition to meeting the standard</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher regularly selects/develops and uses valid formative assessments, and teaches students how to monitor their own academic progress.	The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely or constructive feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Offers regular, timely, and specific feedback<sup>18</sup> and reinforcement.<sup>19</sup>
- ◆ Gives homework and offers feedback on the homework.<sup>20</sup>
- ◆ Uses open-ended performance assignments.<sup>21</sup>
- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>22</sup>
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>23</sup>

**Performance Standard 5: Learning Environment**  
*The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.*

**Sample Performance Indicators**

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

**The teacher:**

- 5.1 Provides a safe physical, intellectual, and emotional setting that maximizes instructional time with minimum disruptions.
- 5.2 Establishes clear expectations for classroom rules and procedures and enforces them consistently and appropriately.
- 5.3 Creates and maintains an educational environment in which the students feel comfortable enough to take risks and explore learning.
- 5.4 Models caring, fairness, respect, and enthusiasm for learning.
- 5.5 Promotes a climate of trust and teamwork within the classroom.
- 5.6 Respects students’ diversity, including language, culture, race, gender, and special needs.

<b>Exemplary*</b> <i>In addition to meeting the standard</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Cares about students as individuals and makes them feel valued. <sup>24</sup>
- ◆ Adapts teaching to address student learning styles. <sup>25</sup>
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews. <sup>26</sup>
- ◆ Is culturally competent. <sup>27</sup>
- ◆ Seeks to know about the cultures and communities from which students come. <sup>28</sup>

#### **Performance Standard 6: Professionalism and Communication**

*The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.*

#### **Sample Performance Indicators**

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

##### **The teacher:**

- 6.1 Carries out duties in accordance with established school board policies, regulations, practices, and ethical guidelines.
- 6.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 6.3 Respects and maintains confidentiality.
- 6.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 6.5 Participates in ongoing professional growth activities (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 6.6 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 6.7 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 6.8 Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.
- 6.9 Demonstrates flexibility in adapting to school change.

<b>Exemplary*</b> <i>In addition to meeting the standard</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher continually engages in a high level of professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	The teacher maintains a commitment to professional ethics and the school’s mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.	The teacher inconsistently practices professional ethics and support of the school’s mission, seldom participates in professional growth opportunities, or inconsistently communicates with students, families, colleagues, and community.	The teacher shows a disregard toward professional ethics, or the school’s mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Recognizes the levels of involvement, ranging from networking to collaboration.<sup>29</sup>
- ◆ Uses multiple forms of communication between school and home.<sup>30</sup>
- ◆ Acknowledges his or her perspective and is open to hearing their students worldviews.<sup>31</sup>
- ◆ Is culturally competent.<sup>32</sup>
- ◆ Seeks to know about the cultures and communities from which students come.<sup>33</sup>

**Performance Standard 7: Student Progress**

*The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.*

**Sample Performance Indicators**

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

**The teacher:**

- 7.1 Sets measurable, reasonable, and appropriate achievement goals for student progress.
- 7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of understanding and content readiness.
- 7.3 Monitors student progress through the use of formative and summative assessments.
- 7.4 Identifies and establishes additional means of support to increase achievement levels for all students.

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

<b>Exemplary*</b> <i>In addition to meeting the standard</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The instructional efforts of the teacher result in a high level of student progress with all populations or learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.

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

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Knows the students' abilities and sets realistic goals.<sup>34</sup>
- ◆ Raises the achievement levels for all groups of students in the classroom.<sup>35</sup>
- ◆ Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.<sup>36</sup>

## PART III: FORMS AND LOGS

### INTRODUCTION

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

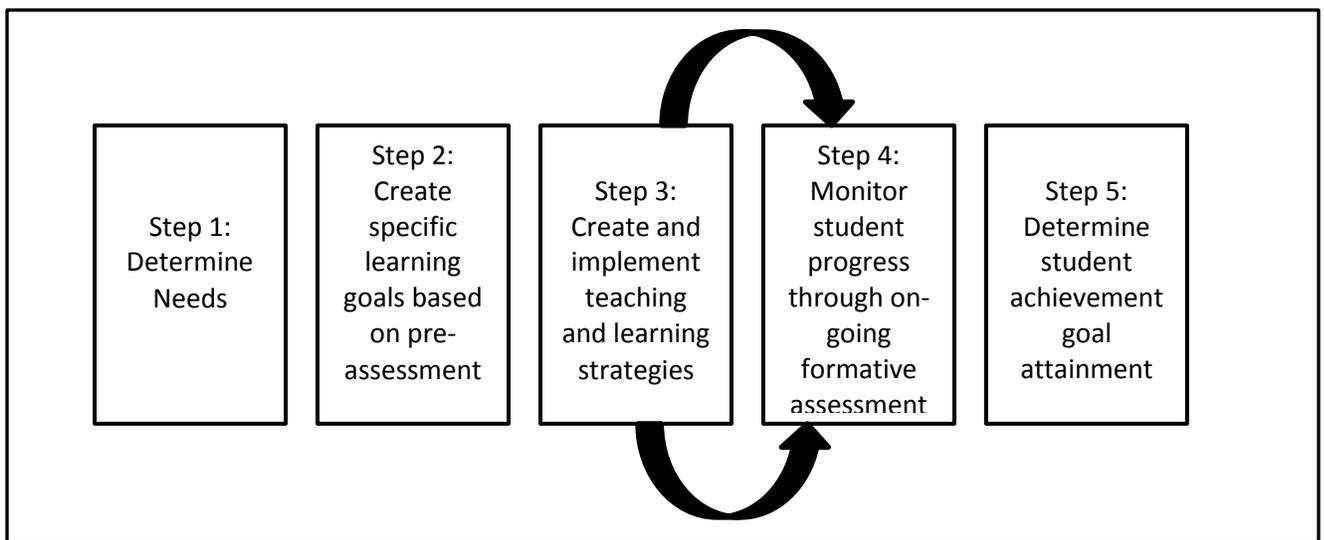
Figure 9: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Evaluator	Teacher
<i>Goal Setting for Student Progress Form</i>	√	√
<i>Observation Form</i>	√	
<i>Documentation Log Cover Sheet</i> (and other artifacts)		√
<i>Student Surveys</i> (optional) <i>K-2 Survey</i> <i>3-5 Survey</i> <i>6-8 Survey</i> <i>9-12 Survey</i>		√
<i>Student Survey Summary Form</i> (optional)		√
<i>Summative Evaluation Report</i>	√	
<i>Interim Performance Report</i>	√	
<i>ACPS Plan of Assistance Program</i>	√	

## GOAL SETTING PROCESS

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

Figure 10: Student Achievement Goal Setting Process<sup>37</sup>



Each teacher, using the result of an initial assessment, sets an annual goal<sup>f</sup> for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Progress Form* may be used for developing 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-reference tests,
- ◆ norm-referenced tests,
- ◆ standardized achievement tests,

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

- ◆ school adopted interim/common/benchmark assessments, and
- ◆ authentic measures (e.g., learner portfolio, recitation, performance).

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

## DEVELOPING GOALS

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

*Figure 11: Acronym for Developing Goals*

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

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

*Figure 12: Sample Goals*

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

## SUBMISSION OF THE GOAL SETTING FOR STUDENT PROGRESS FORM

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

## MID-YEAR REVIEW OF GOAL

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

## END-OF-YEAR REVIEW OF GOAL

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

## GOAL SETTING FORM EXPLANATION

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

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

- ◆ Interpret the data.
- ◆ Determine needs.

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

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

<p><b><i>Criterion – and Norm-Referenced Tests</i></b></p> <ul style="list-style-type: none"><li>◆ Advanced Placement Tests</li><li>◆ Brigance</li><li>◆ Virginia Standards of Learning (SOL)</li><li>◆ Scholastic Reading Inventory (SRI)</li><li>◆ Phonological Awareness Literacy Screening (PALS)</li><li>◆ Gates</li><li>◆ Developmental Spelling Analysis (DSA)</li><li>◆ Developmental Reading Assessment (DRA)</li><li>◆ Qualitative Reading Inventory (QRI)</li><li>◆ Virginia Alternate Assessment Program (VAAP)</li><li>◆ Virginia Grade Level Alternative (VGLA)</li><li>◆ Virginia Substitute Evaluation Program (VSEP)</li><li>◆ AIMS WEB</li></ul> <p><b><i>Benchmark Tests</i></b></p> <ul style="list-style-type: none"><li>◆ County Benchmark Tests based on the standards</li><li>◆ CTE Competencies</li><li>◆ President’s Physical Fitness Tests</li></ul> <p><b><i>Teacher Assessments</i></b></p> <ul style="list-style-type: none"><li>◆ Quizzes</li><li>◆ Tests</li><li>◆ Authentic assessments/portfolios/writing samples/running records</li><li>◆ Grade analysis by nine weeks/interim reports</li><li>◆ Semester/end-of-course examinations</li><li>◆ Pre-/post-testing</li></ul>
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- IV. ***Write goal statement:*** What do you want learners to accomplish?
- ◆ Select an emphasis for your goal, focusing on the classroom/teacher level.
  - ◆ Develop an annual goal.
- V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 14.

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

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

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

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

The *Goal Setting for Student Progress Form* follows.



**Goal Setting for Student Progress Form**

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

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

Directions:

This form is a tool to assist teachers in setting a goal that results in measurable learner progress.

NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

**Initial Goal Submission (due date \_\_\_\_\_ to the evaluator)**

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

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

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

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

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

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

**End-of-Year Review**

**Appropriate Data Received**

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

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



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**Observation/Document Review Form**

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Evaluators use this form to document the required annual observations of the teacher. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher. A narrative format may be used (in lieu of this form) and given to the teacher.

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

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

Observer: \_\_\_\_\_

Class/Time: \_\_\_\_\_

Documentation Log Review:  Yes  No

1. Professional Knowledge	Specific Examples:
2. Instructional Planning	Specific Examples:
3. Instructional Delivery	Specific Examples:

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4. Assessment of/for Learning	Specific Examples:
5. Learning Environment	Specific Examples:
6. Professionalism and Communication	Specific Examples:
7. Student Progress	Specific Examples:

Teacher's Signature: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_

**1: Professional Knowledge**

- 1.1 Addresses appropriate curriculum standards and integrates key content elements.
- 1.2 Facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate and current knowledge of subject matter.
- 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students.
- 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

**2: Instructional Planning**

- 2.1 Analyzes and uses student learning data to inform planning.
- 2.2 Plans instruction effectively for content mastery, pacing, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns and connects lesson objectives to Virginia Standards of Learning and the school division's curriculum.
- 2.5 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

**3: Instructional Delivery**

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet 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 and presents material clearly and checks for understanding.

**4: Assessment of/for Learning**

- 4.1 Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 4.2 Creates or selects valid and appropriate assessments.
- 4.3 Aligns student assessment with established curriculum standards and benchmarks.
- 4.4 Uses a variety of formal and informal assessment strategies for instructional planning.
- 4.5 Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making.
- 4.6 Uses assessment tools for both formative and summative purposes to inform instruction.
- 4.7 Gives constructive and frequent feedback to students on their learning and progress toward their learning goals.

**5: Learning Environment**

- 5.1 Provides a safe, physical, intellectual, and emotional setting that maximizes instructional time with minimum disruptions.
- 5.2 Establishes clear expectations for classroom rules and procedures and enforces them consistently and appropriately.
- 5.3 Creates and maintains an educational environment in which the students feel comfortable enough to take risks and explore learning.
- 5.4 Models caring, fairness, respect, and enthusiasm for learning.
- 5.5 Promotes a climate of trust and teamwork within the classroom.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.

**6: Professionalism and Communication**

- 6.1 Carries out duties in accordance with established school board policies, regulations, practices, and ethical guidelines.
- 6.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality, and attendance).
- 6.3 Respects and maintains confidentiality.
- 6.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 6.5 Participates in ongoing professional growth activities (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 6.6 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 6.7 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely manner and constructive manner.
- 6.8 Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.
- 6.9 Demonstrates flexibility in adapting to school change.

**7: Student Progress**

- 7.1 Sets measurable, reasonable, and appropriate achievement goals for student progress.
- 7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of understanding and content readiness.
- 7.3 Monitors student progress through the use of formative and summative assessments.
- 7.4 Identifies and establishes additional means of support to increase achievement levels for all students.
- 7.5 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.



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**Pre-Observation Conference Record**

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

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

Conference Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Inquiries	Notes
<p><b>1. Describe the lesson which will be observed.</b></p> <ul style="list-style-type: none"> <li>◆ The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?</li> <li>◆ What have/will you have done instructionally with students in the days prior to the observation?</li> </ul>	
<p><b>2. Describe the population of the class.</b></p>	
<p><b>3. What will be observed?</b></p>	
<p><b>4. What instructional methods will be used?</b></p>	
<p><b>5. What would you like to be highlighted in this lesson?</b></p>	
<p><b>6. What do you believe to be any areas of concern?</b></p>	



**Teacher Documentation Log Cover Sheet**

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

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

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

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		<p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required):</p> <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	
6. Professionalism and Communication	<p>Evidence of: Commitment to professional growth</p> <p>*Parent Communication Log</p>	<p>Can include:</p> <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> </ul>	
7. Student Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised	

*\*indicates a required item*



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**Sample Parent Communication Log**

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

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

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



**Sample Professional Development Log**

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

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

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



**Grade K-2 Student Survey**

**Directions:**

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

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

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

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



**Grade 3-5 Student Survey**

**Directions:**

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

\_\_\_\_\_  
Teacher

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

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

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



### Grade 6-8 Student Survey

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

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

Teacher \_\_\_\_\_ School Year \_\_\_\_\_ Class/Period \_\_\_\_\_

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

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



### Grade 9-12 Student Survey

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

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

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

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

Comments:



## Student Survey Summary

---

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

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

Survey Version Given:  Grades K-2  Grades 3-5  Grades 6-8  Grades 9-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?  
\_\_\_\_\_ %

### ***Student Satisfaction Analysis***

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).
6. Analyze survey responses and answer the following questions:
  - A) What did students perceive as your major strengths?
  - B) What did students perceive as your major weaknesses?
  - C) How can you use this information for continuous professional growth?

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



## Teacher Summative Performance Report

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

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

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

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

**Directions:** Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year, and as needed, with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

### Performance Standard 1: Professional Knowledge

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher consistently demonstrates extensive content and pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, content, pedagogical knowledge, and student development, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the developmental needs of students.
<div style="text-align: center;"><input type="checkbox"/></div> Comments:	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>	<div style="text-align: center;"><input type="checkbox"/></div>

**Performance Standard 2: Instructional Planning**

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

**Performance Standard 3: Instructional Delivery**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher optimizes students’ opportunities 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 effective instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ individual learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 4: Assessment of/for Learning**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher regularly selects/develops and uses valid formative assessments, and teaches students how to monitor their own academic progress.	The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely or constructive feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 5: Learning Environment**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 6: Professionalism and Communication**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The teacher continually engages in a high level of professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	The teacher maintains a commitment to professional ethics and the school’s mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.	The teacher inconsistently practices professional ethics and support of the school’s mission, seldom participates in professional growth opportunities, or inconsistently communicates with students, families, colleagues, and community.	The teacher shows a disregard toward professional ethics, or the school’s mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 7: Student Progress**

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The instructional efforts of the teacher result in a high level of student progress with all populations or learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress if often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Evaluation Summary**

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

**Commendations:**

**Areas Note for Improvement:**

**Teacher Improvement Goals:**

<b>Overall Evaluation Summary Criteria</b>	
<input type="checkbox"/> <b>ACCEPTABLE</b>	<input type="checkbox"/> <b>UNACCEPTABLE</b> Due to three or more <i>Developing/Needs Improvement</i> or one or more <i>Unacceptable</i> Ratings on performance standards
<hr style="width: 80%; margin: 0 auto;"/>	<hr style="width: 80%; margin: 0 auto;"/>
<i>Employee's Signature/Date</i>	<i>Administrator's Signature/Date</i>



## Teacher Interim Performance Report

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

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

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

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

**Directions:** Evaluators use this form at the end of the school year to provide continuing contract teachers with an assessment of performance during their interim years, or as needed, on the evaluation cycle. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

### Performance Standard 7: Student Progress

<b>Exemplary*</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The instructional efforts of the teacher result in a high level of student progress with all populations or learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

**Overall Evaluation Summary**

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**

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**Evaluator's Signature**

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**Date**

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**Site Administrator's Signature**

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**Teacher's Signature**

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

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**Date**

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**Date**

**Amherst County Public Schools  
Teacher Plan of Assistance Program**

**Preface**

The Amherst County public Schools Teacher Plan of Assistance Program has been developed to provide support and assistance to a teacher when the building principal or a designee has determined that the teacher's performance is less than satisfactory. When a teacher's performance has been determined to be unacceptable or two or more performance standards of developing/needs improvement are noted on the summative evaluation, the principal or a designee will request that an Assistance Team be instituted in order to help the teacher make the required improvements.

The building principal or a designee will serve as a chairperson of the Assistance Team. Other team members may include, but are not limited to, the Assistant Superintendent for Instruction, other building-level administrators, instructional supervisors, instructional coordinators and/or other appropriate personnel as deemed necessary.

**Foundation of the Program**

The Amherst County Teacher Plan of Assistance Program is based on the following foundations:

1. The Teacher Plan of Assistance Program is to be viewed as an avenue to assist and support teachers having identified areas of concern and not as another mode of evaluation.
2. The building principal or designee will be the chairperson of the Assistance Team and will have the final responsibility for the implementation of the Assistance Plan.
3. All members of the Assistance Team will act as resources to provide the teacher with additional feedback and assistance in regard to the teacher's performance.

**Procedures for Implementing and Monitoring  
A Teacher Assistance Plan**

1. After reviewing all evaluative data collected using the TPES and/or other appropriate supervisory methods, the principal or a designee will inform the teacher that his/her performance has been evaluated as unacceptable.
2. Prior to establishing a plan of assistance team, the principal or a designee will confer with the Director of Human Resources to discuss the identified concerns of the teacher and the merits of establishing a formal Teacher Assistance Plan. The Director of Human Resources will inform the Superintendent and the Assistant Superintendent of Instruction.
3. Once a determination has been made that a form Teacher Assistance Plan will be implemented, the principal or a designee will inform the teacher of this decision. (See sample letter)

## Amherst County Public Schools Teacher Performance Evaluation System

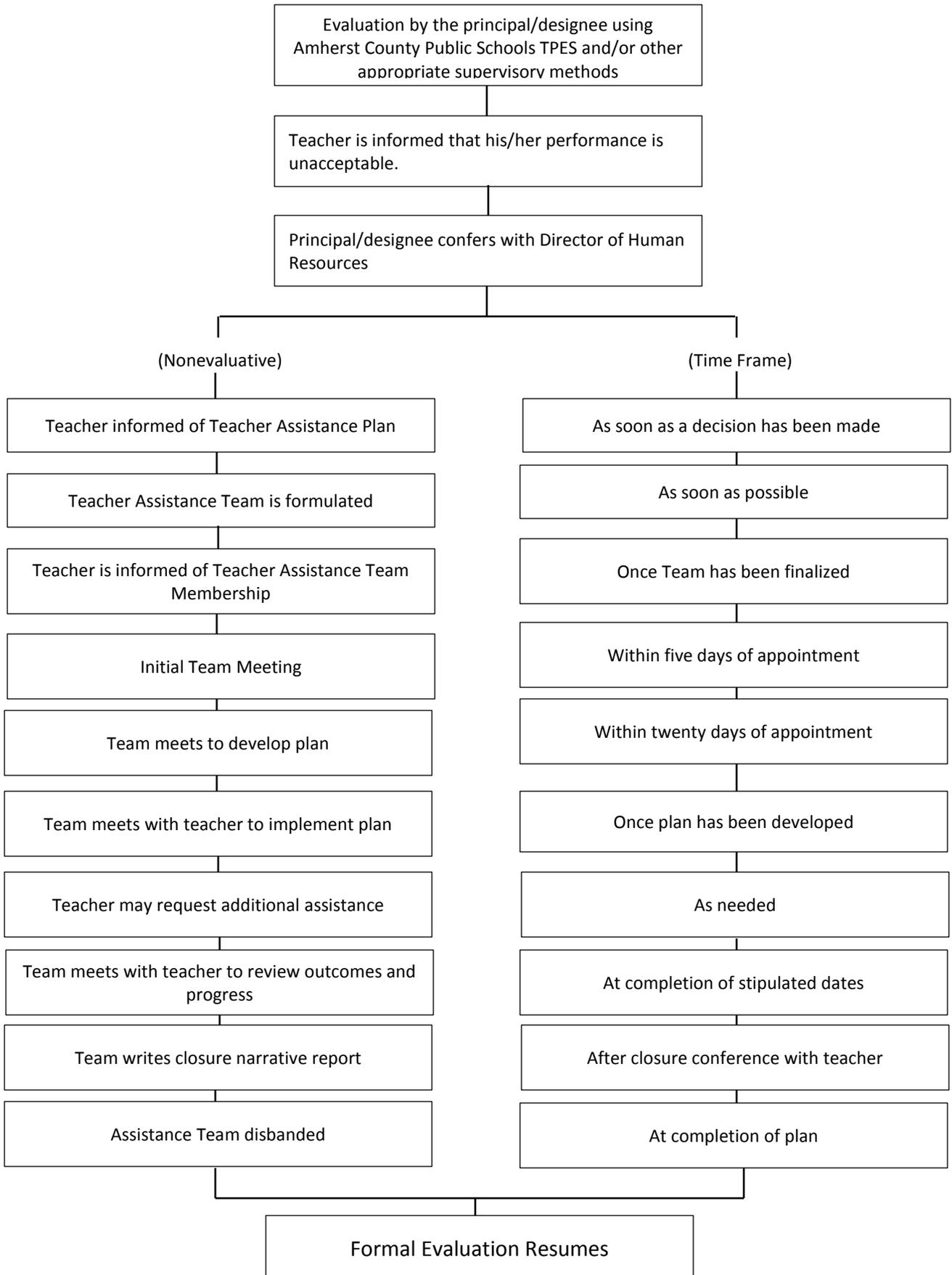
4. The principal or a designee will appoint an Assistance Team. The number of individuals on an Assistance team may vary depending on the teacher involved and the types of remediation needed. The Assistance Team may consist of resources, instructional, and/or support personnel. A written invitation to serve on the Assistance Team will be given to prospective Assistance Team members. All prospective Assistance Team members will have the opportunity to accept or reject the invitation to serve on the team. (See sample letter) The teacher receiving assistance may submit a list of three (3) names of individuals that he/she wishes to serve on the Team. The principal will select one (1) of the three (3) individuals proposed by the teacher to serve as an additional member of the Team. (See sample letter)
5. The principal or a designee will serve as the chairperson of the Assistance Team. The Team will provide assistance to the teacher throughout the duration of the assistance plan. The teacher may request additional team assistance during the plan's time frame; however, the Team will determine if additional assistance is feasible or necessary.
6. Once the Team's membership has been finalized, the principal will inform the teacher as to who will serve on his/her Assistance Team. (See sample letter)
7. Within a week (5 working days) of its appointment, the Team will meet to determine how best to assist the teacher. Once the goals of the Assistance Plan have been determined by the Team, a formal written plan will be developed within twenty (20) working days. Team members will:
  - Review the evaluator's statements – all observation document review forms, narratives and all summative evaluations will be reviewed by Team members. Confidentiality of the evaluation narratives must be maintained by all Team members.
  - Meet with the teacher to explain how the plan will be implemented.
  - Observe the instructional process – a schedule of in-class visitations will be developed in order that classroom observations can take place by Team members. (NOTE: No formal observation notes or narrative critiques will be developed as the evaluation process is suspended during the plan's time frame.)
  - Monitor the progress of the teacher toward meeting the desired expectations of the plan. (See "Teacher Plan of Assistance Program Contact Form (Informal)")
8. At the end of the assistance plan's time frame, the Team and the teacher will meet to review the expected outcome(s) of the plan and to assess progress made by the teacher.
9. Once the assistance plan's time frame has been completed, the Team will summarize in writing the data collected during the plan of assistance. Upon completion of this written summary, the team will disband.
10. Principal/Site Administrator will meet with the teacher to review progress made on the Plan of Assistance. The principal will make the final recommendation per options as follows.

## Amherst County Public Schools Teacher Performance Evaluation System

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

\*(From page 23 of teacher evaluation program)

**IMPLEMENTING AND MONITORING A TEACHER ASSISTANCE PLAN**



**Notification of Establishment of a Teacher Plan of Assistance**

**To:**

**From:**

**Date:**

**Subject:       Notification of Establishment of a Teacher Plan of Assistance**

This memo is written to inform you of my decision to place you on a Teacher Plan of Assistance. An Assistance Team will be established to assist and support you to strengthen your performance in the following area(s):

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You have the option of submitting the names of three (3) individuals who you would like to have serve on the Assistance Team. I will select (1) of the individuals from your proposed list and add that person to the total team. If you wish to submit a list of names, please complete the attached for and return to me by \_\_\_\_\_ (date) \_\_\_\_\_.

Once the Assistance Team is finalized, I will schedule a conference with you and the team to review your Teacher Plan of Assistance. It is my hope that this course of action will help you make the needed improvements in the area(s) stated above.

**Teacher Input Form  
Teacher Assistance Plan**

To: \_\_\_\_\_  
Principal/Designee

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

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

**Check (✓) One:**

I submit the following names for consideration for my Teacher Assistance Plan.

- |          |              |
|----------|--------------|
| 1. _____ | Title: _____ |
| 2. _____ | Title: _____ |
| 3. _____ | Title: _____ |

I do not wish to submit any names for consideration for my Teacher Assistance Plan.

**Teacher Plan of Assistance Program  
Invitation Letter**

**To:**

**From:**

**Date:**

**Subject: Invitation to Participate on a Teacher Plan of Assistance Team**

This memo is written to invite you to participate on a Teacher Plan of Assistance Team for \_\_\_\_\_ (teacher's name) \_\_\_\_\_. The Teacher Plan of Assistance Team is being formulated at this time to provide support and assistance to \_\_\_\_\_ (teacher's name) \_\_\_\_\_ in an effort to improve the level of performance to an acceptable performance level.

You are being asked to participate on this Assistance Team because of the attributes and skills you possess. It is critical to the success of the team that I select knowledgeable people who will be able to work with the entire team as we attempt to identify and put into practice those strategies which will allow \_\_\_\_\_ (teacher's name) \_\_\_\_\_ to improve. Please note that this request must remain confidential.

Please complete the form below and return it to me by \_\_\_\_\_ (date) \_\_\_\_\_. Thank you very much for giving my invitation your consideration.

\*\*\*\*\*

\_\_\_\_\_ I will participate on the Assistance Team for \_\_\_\_\_ (teacher's name) \_\_\_\_\_

\_\_\_\_\_ I will not participate on the Assistance Team for \_\_\_\_\_ (teacher's name) \_\_\_\_\_

\_\_\_\_\_  
Signature/Date

**Notification of Assistance Team  
Membership Letter**

**To:**

**From:**

**Date:**

**Subject:       Notification of Membership of Teacher Plan of Assistance Team**

This letter is written to inform you that the following individuals have been selected to work with you on your Teacher Plan of Assistance. They are:\*

1. \_\_\_\_\_ Principal/Designee Selection
2. \_\_\_\_\_ Principal/Designee Selection
3. \_\_\_\_\_ Principal/Designee Selection
4. \_\_\_\_\_ Principal/Designee Selection
5. \_\_\_\_\_ Principal/Designee Selection

The team will be meeting soon to discuss the development of the Assistance Plan. Once the plan is established, then a conference will be scheduled with you and the entire team to discuss the plan's implementation.

If you have any questions in this regard, please contact me.

\*Number of Team members is not limited to the number of spaces above.

**Plan of Assistance**

	Projected Date of Completion	Date Completed
I. <u>Expectation:</u> <ul style="list-style-type: none"><li data-bbox="235 357 251 378">•</li></ul>		
II. <u>Procedures and Resources:</u> <ul style="list-style-type: none"><li data-bbox="235 787 251 808">•</li><li data-bbox="235 987 251 1008">•</li><li data-bbox="235 1186 251 1207">•</li><li data-bbox="235 1459 251 1480">•</li><li data-bbox="235 1690 251 1711">•</li></ul>		

**Teacher Plan of Assistance Program  
Contact Report  
(Informal)**

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

Team Members: \_\_\_\_\_

Date	Type of Contract/Participants	Comments

**Assistance Team Log of Activities  
(Formal)**

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

**Date of Meeting:** \_\_\_\_\_

**Persons Present:**

_____	_____
_____	_____
_____	_____

**Summary of Meeting:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Recommendations:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## ENDNOTES

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- <sup>12</sup> Shellard & Protheroe, 2000.
- <sup>13</sup> Covino & Iwanicki, 1996.
- <sup>14</sup> National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle, 6* (5), 15-17; Peart & Campbell, 1999;
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- <sup>32</sup> Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58 (5), 26-30.
- <sup>33</sup> Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42 (4), 269-276.
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