

*Teacher Performance Evaluation
Handbook*



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PART I

PROCESS INTRODUCTION

Bedford County Public Schools' supervision of teachers incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations.

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

The primary purposes of the evaluation system are to:

- ◆ improve the quality of instruction by ensuring accountability for classroom performance
- ◆ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the Bedford County Public Schools
- ◆ provide a basis for instructional improvement through productive teacher appraisal and professional growth
- ◆ share responsibility for evaluation between the teacher and the evaluation team in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance

PURPOSES

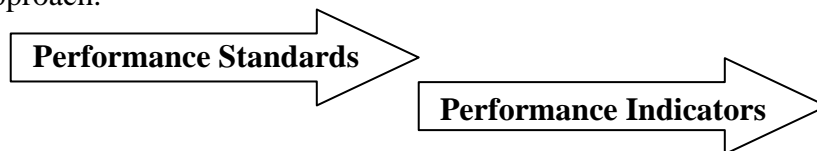
This evaluation system includes the following distinguishing characteristics:

- ◆ benchmark behaviors for each of the performance standards
- ◆ a focus on the relationship between teacher performance and improved student academic achievement
- ◆ 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 teacher involvement in the evaluation process
- ◆ a support system for providing assistance when needed

IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities for teachers constitute the foundation for the teacher evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both evaluatees (teachers) and evaluators (e.g., principal or assistant principal) will reasonably understand the job expectations.

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



PERFORMANCE STANDARDS

Performance standards refer to the major duties performed by a teacher. For all teachers, there are seven performance standards. These expectations relate to the qualities of effective teachers identified in the research literature and summarized in Part III of this *Handbook*.

Table 1: Teacher Performance Standards

<i>Teacher Performance Standards</i>
<p>Performance Standard 1: Data-Driven Planning The teacher uses data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.</p>
<p>Performance Standard 2: Instructional Delivery The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.</p>
<p>Performance Standard 3: Assessment The teacher analyzes assessment data to measure student progress and guide immediate and long-range instruction.</p>
<p>Performance Standard 4: Learning Environment The teacher provides a well-managed, safe student-centered environment that is academically challenging.</p>
<p>Performance Standard 5: Communication The teacher communicates effectively with students, staff, parents/guardians, and the community.</p>
<p>Performance Standard 6: Professionalism The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.</p>
<p>Performance Standard 7: Student Achievement The work of the teacher results in acceptable, measurable student progress.</p>

A set of performance indicators has been developed (see Part III) to provide examples of observable, tangible behaviors. That is, 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 exhaustive, and is not intended to be prescriptive.

Both evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Student Achievement performance standard are listed in the box.

Performance Standard 7: Student Achievement

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

Sample Performance Indicators

The teacher:

- ◆ Sets measurable and appropriate achievement goals for student progress.
- ◆ Uses assessment data to regularly monitor student progress and modify instruction as needed.
- ◆ Identifies and establishes additional means of support to increase the achievement level for all groups of students.

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching 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 teacher 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. Three perspectives on a teacher’s work are used in the supervision process: the teaching professional, students, and an evaluator. The sources of information briefly described in Table 2 were selected as means of providing accurate feedback on teacher performance.

Table 2: Data Sources for Teachers

Data Source	Definition
Goal Setting	Teachers have a definite impact on student learning and academic performance. Depending on grade level, content area, and students’ ability levels, appropriate measures of student performance are identified to provide information on the learning gains of students. Performance measures include standardized test results as well as other pertinent data. Teachers set goals for improving student achievement based on the results of performance measures. The goals and the goal fulfillment constitute an important data source for evaluation.
Observations	Formal observations focus directly on the seven teacher performance standards. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings. Classroom observations may include review of teacher products or artifacts.
Documentation Log	The documentation log includes specific required artifacts that provide evidence of several of the performance standards.
Student Survey & Summary Report	Student surveys provide information about students’ perceptions of how the professional is performing. The actual survey responses are seen <i>only</i> by the teacher, who prepares a survey summary for discussion with the evaluator.

GOAL SETTING

Each teacher sets annual goals for improving student achievement. A building administrator and the teacher look at the available data from student performance measures to guide the goal-setting process. A form is provided in Part II (*Teacher Annual Goals for Improving Student Achievement*) for developing and assessing the annual goal(s). Teachers are to establish a minimum of one to a maximum of three goals relating to their instructional setting. At least one of the goals must directly address student achievement and be measured by an appropriate

assessment. Appropriate measures of student learning gains differ substantially based on grade level, content area, and ability level of students.

The following measurement tools are appropriate for addressing state and school division guidelines and standards:

- ◆ norm-referenced tests,
- ◆ criterion-referenced tests,
- ◆ pre- and post-tests of specific skills,
- ◆ end-of-unit tests, and
- ◆ authentic measures (e.g., writing samples or student portfolios).

Additionally, evaluators may conduct schoolwide reviews of test data to identify patterns. Reports of such efforts are useful for documenting student gains.

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 is a useful way to self-assess a goal's feasibility and worth. SMART stands for:

Specific – the goal is focused; for example, by content area, by learners' needs

Measurable – an appropriate instrument/measure is selected to assess the goal

Attainable – the goal is within the teacher's control to effect change

Realistic – the goal is appropriate for the teacher

Time limited – the goal is contained to a single school year

The goals included below are merely samples of the range of SMART goals that teachers may develop. The goals are intended to serve as models for how goals may be written. The assignment of the teachers who wrote the goals appears in parentheses.

In the current school year, 100% of my students will show measurable growth in the subject area of math. At least 80% of my students will meet or exceed the benchmark for the End-of-the-Year Math Test. (*fourth grade*)

Using the President's Challenge physical fitness program components, all students will increase their physical fitness, with 85% of students performing at or above the 50th percentile on all five components. (*high school physical education*)

In the current school year, 100% of my students will show measurable growth in English. At least 85% of my students will meet or exceed the PALS benchmark.

Eight out of ten students enrolled in Algebra II at the mid-term will demonstrate acquisition of appropriate levels of critical thinking and mathematical processes by earning a "C" or better in the class. (*high school*)

The students will increase their Woodcock Johnson GEs by an average of 1.5 years. The fluency goal is for all students to reach 125 wpm, which is the national standard. (*middle school self-contained special education*)

Submission of the Goal Setting for Teachers form

Teachers complete a draft of their goal(s) and schedule a meeting with their evaluator to look at the available data from student performance measures and discuss the proposed goal(s). Each year, teachers are responsible for submitting their goal(s) to their principals or evaluators by the first Friday in October.

Mid-Year Review of the Goals

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 is to be held by the first Friday in February. It is the responsibility of the principal to establish the format and select the time of the review.

End-of-Year Assessment and Reflection of the Goal

The end-of-year results are due by the first Friday in May for teachers in a summative evaluation year. End-of-year results are due by the first Friday in June for all teachers not in a summative evaluation year. By the appropriate date, each teacher is responsible for assessing professional growth made on the goal(s) and submitting documentation to the principal or his/her evaluator. A teacher may find it beneficial to draft the next year's goal as part of this 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 review in order to include the current year's testing data or exam scores.

Table 3: Summative and Non-Summative Teachers

Summative	Non-Summative
<ul style="list-style-type: none">◆ Probationary teachers◆ Continuing contract teachers in Year 3 of the evaluation cycle◆ Teachers on an Employee Improvement Plan	<ul style="list-style-type: none">◆ Continuing contract teachers in Years 1 and 2 of the evaluation cycle

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. Evaluators 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. In order to provide targeted feedback on teachers' work relating to the seven performance standards,

observations using the *Classroom Observation* form (see Part II) are conducted. All formal observations last 30 minutes (minimum) and are followed by a post-observation dialogue within 10 working days.

Principals and assistant principals are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. Observations may be a combination of scheduled and unscheduled visits. Given the complexity of teaching, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on each of the seven performance standards in a given visit. Therefore, administrators will focus on three standards during the actual observation (i.e., data-driven planning, instructional delivery, and learning environment). During the post-conference, the teacher and administrator will discuss the observation as well as the other four performance standards.

Number of Observations

The minimum number of teacher observations varies by the teacher’s contract status and experience. Observations are to be completed by the second Tuesday in February if non-renewal is anticipated (with the exception of the last grading period observation of first year teachers). For teachers receiving summative evaluations, the minimum number of observations is to be met by the first Friday in May. For continuing contract teachers in Years 1 and 2, observations may be conducted through the last contract day as long as a post-conference is held.

Table 4: Minimum Number of Yearly Observations

Contract Status	Minimum Number of Observations Per Year	Pre-Conference	Post-Conference
Probationary <u>first year</u> teacher Teachers on an Employee Assistance Plan	4	✓ (2 of 4)	✓
Probationary teachers (<i>excluding first year teachers</i>) Continuing contract teachers in Year 3 of evaluation cycle	3		✓
Continuing contract teachers in Year 1 or Year 2 of the evaluation cycle	1		✓

✓ indicates an activity occurs

Documentation

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, including other sources of documentation, during a post-conference with the teacher. During this session, the evaluator reviews all information summarized on the *Classroom Observation* form.

Copies of the observation forms are maintained by the evaluator for the entire evaluation cycle to document growth and development. The *Pre-Observation Conference Record* is used with teachers in their first year of teaching or on an Employee Plan of Assistance for two of the required four observations. The *Post-Observation Conference Record* is used by administrators with all teachers following every formal observation. The post-observation dialogue occurs within 10 working days of the observation. Sample pre and post-observation inquiries appear below.

Sample Pre-Observation Inquiries

- ◆ What will I see happening in your class?
- ◆ How will you differentiate instruction?
- ◆ How will I see you accommodate for the various learning styles in this class?
- ◆ What specific item would you like me to focus upon (e.g., questioning skills, student movement)?
- ◆ What additional information should I know prior to coming to your classroom to observe?

Sample Post-Observation Inquiries

- ◆ What do you think went well during the lesson I observed?
- ◆ What would you do differently the next time you teach this lesson/use a particular instructional strategy?
- ◆ How would you describe the learning climate of the classroom during the lesson?
- ◆ What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?
- ◆ How did you address students who needed more time to fully understand/master the concept?
- ◆ I observed a “snapshot” of your instruction. How well did the students’ learning reflect your intended learning outcomes?
- ◆ What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?
- ◆ How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it? What student characteristics or needs do you keep in mind as you are giving directions?
- ◆ What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

The purpose of the documentation log (see Part II) is to provide evidence of teaching excellence. The items required provide evaluators with information they likely would not observe during the course of a typical school day. Specifically, the documentation log provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Therefore, specific items are required of all teachers. Furthermore, the documentation log is used to organize the multiple data sources included in the teacher evaluation.

DOCUMEN- TATION LOG

Required documents are kept in Part III of the *Teacher Performance Evaluation Handbook* behind the appropriate performance standard sheet. A checklist for items to include appears on the performance standard sheet. Documentation is not required for all performance standards as other data sources may be used.

The documentation log is reviewed by evaluators at the end of an evaluation cycle. Probationary teachers submit their logs annually by the first Friday in May. Teachers in their summative year (i.e., third year of the evaluation cycle) will submit documentation logs by the first Friday in May. Documentation logs should be brought to evaluation meetings held with the evaluator.

The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for professional growth and development. Student surveys are unique in that the teacher retains exclusive access to the results regarding his or her performance.

STUDENT SURVEYS

There are three versions of the student survey, designed to reflect developmental differences in students' ability to provide useful feedback to their teachers: K-2, 3-5, 6-12. The *Student Surveys* and the accompanying *Survey Summary Sheet* provide a unique form of feedback by asking for students' perceptions (See Part II). All surveys are completed anonymously to promote honest feedback.

Annually, teachers administer student surveys in the first half of the second grading period (i.e., before the progress report is issued) to all students. At the teacher's discretion, questions may be added to the survey. The teacher retains sole access to the results of the student surveys, the one-page summary of the survey (See Part II) is included in the Documentation Log behind Performance Standard 4: Learning Environment. The building administrator may request survey documentation at anytime.

Some performance standards are best documented through classroom observation (e.g., teaching style or classroom management); other standards may require additional documentation techniques (e.g., Instructional Planning may necessitate review of the teacher's lesson plans and Assessment may necessitate review of the

INTEGRATION OF DATA

teacher’s evaluation instruments). Therefore, multiple data sources are used. Table 5 shows the alignment of performance standard by data source.

Table 5: Aligning Multiple Data Sources With Performance Standards

Performance Standard	Goal Setting	Observation Pre-Conference	Observation	Observation Post-Conference	Documentation Log	Student Survey
1. Data-Driven Planning	/	X	X			
2. Instructional Delivery	/		X			
3. Assessment	/			/	X	
4. Learning Environment			X		/	/
5. Communication	/		/		X	/
6. Professionalism	/	/	/	/	/	
7. Student Achievement	X				X	

NOTE: X indicates a strong relationship / indicates a relationship

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one year for probationary teachers and three years for continuing contract teachers). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part II). Further details on the rating process are provided in subsequent sections of the *Handbook*.

EVALUATION SCHEDULE

Probationary Teachers

Probationary first year teachers participate in a comprehensive orientation session at the beginning of the school year. The orientation consists of written and oral explanations of the following:

- the induction program requirements, procedures, and activities;
- all relevant division and school policies, operations, and resources;
- teacher and student-oriented services available in the division, school, and community;
- the social, cultural, and economic characteristics of the community being served by the school;
- the Bedford County Schools’ performance standards; and
- the division’s criteria or requirements for successfully completing the probationary contract year.

For teachers hired after the orientation occurs, the principal is responsible for ensuring the new teacher receives an orientation to the Bedford County Schools' professional personnel evaluation system.

For all probationary teachers, the evaluator:

- collects and documents information related to performance in each dimension;
- identifies strengths and weaknesses in performance relative to the performance standards;
- counsels, coaches, and assists teachers during their induction contract period.

Successful completion of a probationary period is determined based upon review of the classroom observation forms, the goal setting forms, and any additional data. Teachers who are successful demonstrate a satisfactory level of performance and professional growth as noted in the summative report.

Continuing Contract Teachers

The key difference in the evaluation schedule for continuing contract teachers is that they receive summative evaluations every three years. Years 1 and 2 are formative cycle years in which teachers work on enhancing their professional practice. In Year 3, a summative evaluation report is written by the evaluator and discussed with the teacher. The three-year cycle is contingent upon a high level of teacher performance.

The teacher's evaluator may recommend a change in the evaluation cycle in the event that a continuing contract teacher is not meeting the performance standards. If a teacher is recommended for formal yearly observation, the evaluation schedule followed is Year 3 in Table 6.

Table 6 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.

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation cycle. If the teacher transfers within Bedford County Public Schools, the documentation is to be forwarded to the receiving school's principal. **At the end of an evaluation cycle**, the evaluator submits the summative evaluation form to the central office for placement in teachers' personnel files by June 30.

**DOCUMENTATION
RECORDS**

Table 6: Evaluation Schedule for Teachers

Probationary	Continuing Contract Year in Cycle			Data Collection Procedure	Form(s)	Form Completed by		Timeline
	1	2	3			Evaluator	Teacher	
X	X	X	X	Goal setting	Goal Setting for Teachers form		X	By 2 nd Friday in November
X	X	X	X	Observation with post-conference	Classroom Observation form	X		Varies*
X	X	X	X	Student survey	Survey & Summary Report		X	First half of the second grading period
X	X	X	X	Mid-year conference: Review of goals	Forum set by the principal			Last day of February
X	X	X	X	Evaluation conference if non-renewal is anticipated	Summative Evaluation form			Second Tuesday in February
X			X	End-of-year results	Goal-Setting Progress		X	First Friday in May First Friday in June
	X	X						
X			X	End-of-year conference	Summative Evaluation form	X		See note**

* Teachers new to the profession and on an Employee Assistance Plan are observed four times per year; all other probationary teachers are observed three times a year; continuing contract teachers have one annual observation at a minimum. **Summatives are to take place by the first Friday in May if the final evaluation triggers a Plan of Improvement. For all others scheduled for a summative, the due date is the final Friday in May.

MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation: the actual standards and how well they are performed. The performance appraisal rubric and performance indicators provide a description of well-defined teacher performance standards.

The rating scale describes four levels of how well the standards (i.e., duties) are performed on a continuum from “exceeds standard” to “unsatisfactory.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “exceeds standard” and “meets standard”) and provides two levels of feedback for teachers who do not meet expectations (i.e., “needs improvement” and “unsatisfactory”).

DEFINITIONS OF 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. *PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators.*

Evaluators use four ratings when assessing performance of standards (i.e., “exceeds standard,” “meets standard,” “needs improvement,” “unsatisfactory”). Table 7 offers general descriptions of those ratings.

Table 7: Definitions of Terms Used in Rating Scale

Rating	Definition
Exceeds Standard	High-quality performance: <ul style="list-style-type: none"> ◆ exceeds the requirements contained in the job description as expressed in the evaluation criteria ◆ continually seeks opportunities to learn and apply new skills ◆ consistently exhibits behaviors that have a strong positive impact on students and the school climate ◆ serves as a role model to others
Meets Standard	High-quality performance: <ul style="list-style-type: none"> ◆ meets the requirements contained in the job description as expressed in the evaluation criteria ◆ demonstrates willingness to learn and apply new skills ◆ exhibits behaviors that have a positive impact on students and the school climate
Needs Improvement	Inconsistent performance: <ul style="list-style-type: none"> ◆ requires support in meeting the standards ◆ results in less than quality work performance ◆ leads to areas for professional improvement being jointly identified and planned between the teacher and evaluator
Unsatisfactory	Poor-quality performance: <ul style="list-style-type: none"> ◆ does not meet the requirements contained in the job description as expressed in the evaluation criteria ◆ may result in the employee not being recommended for continued employment

RATING 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 included in the major job expectations. They were introduced in the section on *Identifying Teacher Performance Standards* (p. 6). Examples of performance indicators for each performance standard may be found in Part III.

Performance Rubric

A performance rubric is provided for each of the seven teacher standards (see below for a sample; Part III 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 for each standard and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation for all teachers.

Evaluators make judgments about performance of the performance standards based on all available evidence. 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 professional practice.

Example of a Performance Rubric

Professionalism (6)			
Exceeds standard <i>In addition to meeting the standard ...</i>	Meets standard*	Needs Improvement	Unsatisfactory
The teacher is a professional role model for others, engages in a high level of personal professional growth, and contributes to the development of others and the well-being of the profession.	The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.	The teacher inconsistently: participates in professional growth activities, applies strategies and information from professional growth opportunities, serves the profession, and/or demonstrates professional judgment.	The teacher demonstrates inflexibility, a reluctance to support others in the work of the school, and/or rarely takes advantage of professional growth opportunities.

*"Meets standard" is the baseline of acceptable performance for teachers and is the actual performance standard. It is presented in boldface.

After collecting information through observation, goal setting, student performance measures, and other relevant sources, the evaluator rates a teacher's performance for the summative evaluation. During the summative evaluation, the evaluators apply the four-point rating scale to evaluate performance on all teacher expectations (see *Teacher Performance Summative Report* in Part II). The results of the evaluation are discussed with the teacher at a summative evaluation conference. If the summative evaluation may trigger a Plan of Improvement, the teacher should be notified in writing of this possibility prior to the summative conference.

Summative evaluations are conducted annually. For continuing contract teachers, evaluations take place at the end of a three-year evaluation cycle. Summative evaluation for continuing contract teachers is based on all applicable data collected during the three-year cycle. However, if a continuing contract teacher is not meeting performance standards (at any point in the cycle) or is fulfilling an Employee Improvement Plan, the evaluation cycle will vary. If non-renewal of a teacher is anticipated, the summative evaluation occurs by the second Tuesday in February. If the summative will trigger a Plan of Improvement, the summative must be conducted by the first Friday in May. Administrators are reminded to notify teachers in writing if the principal is considering a Plan of Improvement. For all other teachers at the end of the three-year cycle, the summative conference must be conducted by the last Friday in May. The administrator submits the signed *Teacher Performance Summative Report* to the School Board office by June 30.

Teachers are advised of the following Bedford County Public Schools regulation related to teacher compensation.

Compensation for Employees on an Employee Improvement Plan GCNO-R

While working on a plan for improvement of performance, the employee will be **ineligible** for salary step advancement if the School Board approves compensation increases. The employee on the Employee Improvement Plan would remain at his current step placement on the salary scale. If the School Board approved a salary scale cost-of-living increase and the dollar value of the step placement increased, then the employee on the improvement plan would receive the cost-of-living increase. After removal from the designated status of being on an Employee Improvement Plan, an employee would return to normal status. Such an employee, returning to normal status, will be offered an adjusted contract or salary agreement which will have his salary step placement adjusted to the step placement prior to his assignment to the Employee Improvement Plan status with any additional step placement increment as justified by employment service. Payment of the new salary amount will be prorated based on the date of the adjustment of the contract or salary agreement.

Adopted: March 24, 2005

IMPROVING PERFORMANCE

PLACEMENT

If a teacher's performance does not meet the expectations established by Bedford County Public Schools, the teacher may be placed on an Employee Improvement Plan (see *Employee Improvement Plan Form* in Part II).

An *Employee Improvement Plan* is a tool that evaluators may use at any point during the year for teachers whose professional practice would benefit from additional supports. It is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. If the summative evaluation is going to trigger a Plan of Improvement, the principal should indicate in writing to the teacher that a Plan of Improvement is being considered.

Additionally, an *Employee Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data-collection period:

- ◆ A teacher receives two or more ratings of "needs improvement" in a summative evaluation; or
- ◆ A teacher receives one rating of "unsatisfactory" on any of the seven teacher performance standards in a summative evaluation.

IMPLEMENTATION

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

- a) formulate an *Employee Improvement Plan*
- b) provide written notification to the teacher of the area(s) of concern that need to be addressed, and
- c) confer with the teacher on elements of the *Employee Improvement Plan* and develop a timeline for implementation.

Assistance may include:

- ◆ assistance from a curriculum or program coordinator;
- ◆ peer assistance from within the building or from another building;
- ◆ conferences, classes, and workshops on specific topics; and/or
- ◆ other resources to be identified.

RESOLUTION

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

- a) Sufficient improvement has been achieved: The teacher is no longer on an *Employee Improvement Plan*.
- b) Partial improvement has been achieved but more improvement is needed: The teacher remains on an *Employee Improvement Plan*.
- c) Little or no improvement has been achieved: The teacher is recommended for non-renewal.

PART II

INTRODUCTION

Part II contains copies of forms used during the supervision of teachers. The forms are used by the evaluator and the teacher to provide evidence of quality work. The majority of the forms are maintained by the evaluator with copies given to the teacher.

Table 7: Items Used as Evidence of Quality Work Performance

Form	Completed by	
	Evaluator	Teacher
Teacher Annual Goals for Improving Student Achievement -- explanation and form	X	X
Classroom Observation forms	X	
Documentation Log description		X
Student Surveys		X
Student Survey Summary Form		X
Teacher Summative Performance Report	X	
Employee Improvement Plan	X	

Annual Goals for Improving Student Achievement

Explanation of Goal Setting

- I. **Setting:** Describe the population and special circumstances of the goal setting.
- II. **Identify the content area:** The area/topic addressed based on student achievement or observational data.
- III. **Provide baseline data:** Where are the students now?
 - A. Collect and review data
 - B. Analyze the data
 - C. Interpret the data
 - D. Determine needs

Examples of Data Sources for Student Achievement

Criterion- and Norm-Referenced Tests

- ◆ Advanced Placement Tests
- ◆ Behavioral Assessment Scale for Children (BASC)
- ◆ Brigance
- ◆ Virginia SOL
- ◆ PIAT
- ◆ PLATO
- ◆ ACT
- ◆ PSAT, SAT, SATII
- ◆ KTEAII
- ◆ Woodcock Johnson
- ◆ Flanagan
- ◆ PALS/DRA/QRI
- ◆ VAAP
- ◆ VGLA
- ◆ Stanford 10

School Records

- ◆ Cumulative folders/previous academic records
- ◆ Individual Education Program (IEP)
- ◆ 504 Plan

Benchmark Tests

- ◆ Teacher-made benchmark test based on the standards
- ◆ President's Physical Fitness Test

Teacher Assessment

- ◆ Quizzes
- ◆ Tests
- ◆ Authentic assessments/portfolios/writing samples/running records
- ◆ Grade analysis by nine weeks/ interim reports
- ◆ Semester/end-of-course examinations
- ◆ Pre-Post tests
- ◆ Conference logs
- ◆ Word Analysis (*Words Their Way*)
- ◆ Compass
- ◆ Writing predictor

- IV. **Write goal statement:** Describe what you want students to accomplish.
 - A. Select an emphasis for your goal(s) focusing on the classroom/teacher level (Refer to p. 9)
 - B. Develop annual goal(s) – minimum of 1 goal with a maximum of 3 goals

V. **Strategies for improvement:** Activities used to accomplish the goals.

Examples of Strategies for Improvement

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

VI. **Mid-year review:** Accomplishments at the end of the first semester. If needed, make adjustments in curriculum, instruction, groupings, etc.

VII. **End-of-year data results:** Accomplishments at the end-of-the-year.

The Teacher Annual Goals for Improving Student Achievement Form follows.

Bedford County Public Schools: Teacher Annual Goals for Improving Student Achievement Form

Teacher _____ Grade/Subject _____ Date: _____ Goal _____ of _____
School _____ Administrator _____ School Year _____

This sheet is to be submitted to the evaluator by the second Friday in November.

<p>I. Setting: <i>[Describe the population and special learning circumstances.]</i></p>
<p>II. Content Area <i>[The area/topic addressed based on student achievement, data analysis, or observational data.]</i></p>
<p>III. Baseline Data <i>[Where are the students now?]</i></p>
<p>IV. Goal Statement <i>[Describe what you want students to accomplish.]</i></p>

V. Strategies for Improvement *[Activities used to accomplish the goal.]*

VI. Mid-year Review *[Make adjustments in curriculum, instruction, grouping, etc.]*

Mid-Year Review
Conducted on _____ Initials _____

Initial Proposal
Teacher's Signature _____ Date _____

**See BCPS website for cover sheet

VII. End-of-Year Data/Results *[Accomplishments at end of year.]*

End-of-Year Review
 Appropriate data received
Discussion held Yes No NA

Evaluator's Signature _____ Date _____

Bedford County Public Schools

Pre-Observation Conference Record

Teacher _____

School _____

Grade/Subject _____

School Year _____ - _____

Conference Date _____

Evaluator _____

Directions

Evaluators use this form with teachers who are new to the profession (i.e., first year of teaching), or with teachers on an Employee Improvement Plan at least twice annually before conducting formal observations. The five questions guide the discussion; administrators may discuss additional job-relevant topics at their discretion. This form is to be placed in front of the teacher’s observation form. Administrators should provide a copy of the completed “Pre-observation Conference Record” to teachers.

Inquiries	Notes
1. When would you like me to come? <ul style="list-style-type: none"> ◆ The minimum length for a formal observation is 30 minutes. Would you like me to plan to stay longer based on the lesson you have planned? ◆ What have/will you have done instructionally with students in the days prior to the observation? 	
2. What area if the lesson would you like for me to focus upon (e.g. student motivation, management, questioning skills.?)	
3. What will I see happening in your class?	
4. What instructional methods will be used? How will you differentiate to address a variety of levels and learning styles?	
5. Describe the population of the class.	

Bedford County Public Schools

Classroom Observation Form

Teacher: _____ **School:** _____
Date: _____ **Time:** _____ **Pre-Conference held** Yes, date _____ NA

This form focuses on performance standards that likely will be observed in a formal observation. A space for notes is provided at the end of the form for additional comments, commendations, and recommendations relating to other performance standards that the evaluator may observe. *A copy of the completed observation form is given to the teacher at the post-conference.*

1. DATA-DRIVEN PLANNING <ul style="list-style-type: none"> ◆ Clear, logical, integrated plans with VA SOLs and curriculum guides ◆ Selection of strategies ◆ Coherent instructional plans ◆ Curriculum materials ◆ Learning needs are accommodated ◆ Student performance expectations are identified ◆ Plans address short- and long-range goals 	SPECIFIC EXAMPLES:
2. INSTRUCTIONAL DELIVERY <ul style="list-style-type: none"> ◆ Variety of teaching methods, strategies, resources ◆ Effective pacing ◆ Student involvement ◆ Differentiation ◆ Relevance of instruction ◆ Technology use ◆ Essential knowledge, critical thinking, and problem solving 	SPECIFIC EXAMPLES:
4. LEARNING ENVIRONMENT <ul style="list-style-type: none"> ◆ Climate of trust and respect ◆ Diversity appreciation ◆ Safe and positive environment ◆ Time use ◆ Classroom rules/routines ◆ Student engagement 	SPECIFIC EXAMPLES:

ADDITIONAL NOTES

Observer's Signature: _____

Teacher's Signature if used as an informal instrument: _____

NOTES: Post-conference scheduled for _____ Email me more about _____

Bedford County Public Schools

Post-Observation Conference Record

Conference Date _____

Directions

This form is to be attached to the classroom observation form. Evaluators use this form with teachers to guide the dialogue after conducting formal observations. The post-observation discussion focuses on what the evaluator observed as well as providing a forum to dialogue about the other performance standards. Evaluators should provide a copy of the completed "Post-observation Conference Record" to teachers.

<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> ◆ Informal and formal assessment ◆ Timely and specific feedback ◆ Assessment records ◆ Data analysis and interpretation ◆ Data-guided decisions 	<p>SPECIFIC EXAMPLES:</p>
<p>5. COMMUNICATION</p> <ul style="list-style-type: none"> ◆ Precise language ◆ Logical, sequential, and developmentally appropriate explanations ◆ Goals and expectations communicated ◆ Interactions with parents/guardians, staff, and community members 	<p>SPECIFIC EXAMPLES:</p>
<p>6. PROFESSIONALISM</p> <ul style="list-style-type: none"> ◆ Professional behavior ◆ Confidentiality ◆ School duties, policies, and procedures ◆ Knowledge and skills of subject area taught ◆ Reflection ◆ Professional development ◆ Committee/school activity service 	<p>SPECIFIC EXAMPLES:</p>
<p>7. STUDENT ACHIEVEMENT</p> <ul style="list-style-type: none"> ◆ Student progress goals set ◆ Goal monitored ◆ Means of support identified and given to students ◆ Evidence of achievement goals met 	<p>SPECIFIC EXAMPLES:</p>

Observer's Signature _____ **Date** _____

Teacher's Signature _____ **Date** _____

Bedford County Public Schools
Documentation Log Description

What is a documentation log?

A documentation log:

- ◆ is one component of a multi-source evaluation that complements the observation components of the teacher evaluation system.
- ◆ is a three-ring binder with a cover, guidelines, and dividers provided by the school system.
- ◆ is Part III of the *Teacher Performance Evaluation Handbook*.
- ◆ is limited to the required documentation listed within each performance standard section.
- ◆ is a work in progress and is to be continually maintained throughout the evaluation period.
- ◆ should be user-friendly (neat, organized).
- ◆ remains in your possession except when reviewed by your evaluator.
- ◆ should be available at each evaluation meeting.
- ◆ belongs to you (even if you change schools or leave the school division).

How long is documentation kept?

For probationary teachers and teachers on *Employee Improvement Plans*, the documentation log contains items relevant to a single evaluation year. Thus, at the conclusion of the annual evaluation cycle the documentation log is emptied in preparation for the next year's cycle.

Continuing contract teachers on a three-year evaluation cycle maintain the documentation log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is clearly labeled with the school year it represents (for example: 2006-2007 Parent Contact Log).

























What items are required?

Standard

3. *Assessment*
 - ◆ Grading procedures
4. *Learning Environment*
 - ◆ Classroom rules/discipline plan
 - ◆ Student survey summary
5. *Communication*
 - ◆ Parent contact log
 - ◆ Conference log
 - ◆ Long-range plans or course syllabus (required for high school courses)
6. *Professionalism*
 - ◆ Professional development log
7. *Student Achievement*
 - ◆ Academic goal setting form
 - ◆ Documentation of student progress relating to the goal set on the academic goal-setting form

Bedford County Public Schools
K-2 Student Survey

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

Teacher	School Year		
Example: I ride a school bus to school.			
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows me how to do new things.			
4. I know what I am supposed to do in class.			
5. I am able to do the work in class.			
6. I learn new things in my class.			
7. I feel safe in my classroom.			

COMMENTS:

Bedford County Public Schools
3-5 Student Survey

Directions: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher	School Year		
	YES	SOMETIMES	NO
EXAMPLE: I like listening to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. My teacher listens to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher gives me help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am able to do the work in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel safe in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teacher uses many ways to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher explains how my learning can be used outside school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My teacher explains when I get things wrong on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher shows respect to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

Bedford County Public Schools
6-12 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. If you disagree, circle **1**, if you agree circle **3**; if you are undecided, circle **2**. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class Period		
		Disagree	Neutral	Agree
Example: I like listening to music.		1	2	3
<i>In this class, my teacher...</i>				
1.	gives clear instructions.	1	2	3
2.	treats everyone fairly.	1	2	3
3.	is available for help outside of class time.	1	2	3
4.	clearly states the objectives for the lesson.	1	2	3
5.	grades my work in a reasonable time.	1	2	3
6.	relates the lesson to other subjects or the real world.	1	2	3
7.	allows for and respects different opinions.	1	2	3
8.	encourages all students to learn.	1	2	3
9.	uses a variety of activities.	1	2	3
10.	communicates in a way I can understand.	1	2	3
11.	manages the classroom with a minimum of disruptions.	1	2	3
12.	shows respect to all students.	1	2	3
13.	makes sure class time is used for learning.	1	2	3
14.	clearly defines long-term assignments (such as projects).	1	2	3
15.	sets high expectations.	1	2	3
16.	helps me reach the high expectations she/he sets.	1	2	3
17.	communicates honestly with me.	1	2	3

COMMENTS:

Bedford County Public Schools
Teacher Summative Performance Report

Teacher _____

School _____

Grade/Subject _____

School Year(s)* _____

Contract Status: Probationary Continuing Contract

Directions

Evaluators use this form at the end of the school year¹ to provide the teacher with an assessment of performance. The teacher should receive a copy of the form at the end of each evaluation cycle. The signed form is submitted to the Central Office by June 30.

<p>Performance Standard 1: Data-driven Planning</p> <p>The teacher uses data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.</p> <ul style="list-style-type: none"> ◆ Clear, logical, integrated plans with VA SOLs and curriculum guides ◆ Selection of strategies ◆ Coherent instructional plans ◆ Curriculum materials ◆ Learning needs are accommodated ◆ Student performance expectations are identified ◆ Plans address short- and long-range goals <p>Comments</p> 	<p>Rating</p> <p><input type="checkbox"/> Exceeds Standard</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
<p>Performance Standard 2: Instructional Delivery</p> <p>The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.</p> <ul style="list-style-type: none"> ◆ Variety of teaching methods, strategies, resources ◆ Effective pacing ◆ Student involvement ◆ Differentiation ◆ Relevance of instruction ◆ Technology use ◆ Essential knowledge, critical thinking, and problem solving <p>Comments</p> 	<p>Rating</p> <p><input type="checkbox"/> Exceeds Standard</p> <p><input type="checkbox"/> Meets Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>

¹ Evaluators should complete the summative performance report prior to the second Tuesday in February for teachers whose contracts might not be renewed.

Performance Standard 3: Assessment

The teacher analyzes assessment data to measure student progress and guide immediate and long-range instruction.

- ◆ Informal and formal assessment
- ◆ Timely and specific feedback
- ◆ Assessment records
- ◆ Analyzes and interprets data
- ◆ Data-guided decisions
- ◆ Student self-assessment

Rating

- Exceeds Standard
- Meets Standard
- Needs Improvement
- Unsatisfactory

Comments

Performance Standard 4: Learning Environment

The teacher provides a well-managed, safe student-centered environment that is academically challenging.

- ◆ Climate of trust and respect
- ◆ Diversity appreciation
- ◆ Safe and positive area
- ◆ Establishes rapport
- ◆ Time use
- ◆ Classroom rules/routines
- ◆ Student engagement
- ◆ Student-centered environment

Rating

- Exceeds Standard
- Meets Standard
- Needs Improvement
- Unsatisfactory

Comments

Performance Standard 5: Communication

The teacher communicates effectively with students, staff, parents/guardians, and the community.

- ◆ Precise language
- ◆ Logical, sequential, and developmentally appropriate explanations
- ◆ Goals and expectations communicated
- ◆ Interactions with staff, parents/guardians, and community members

Rating

- Exceeds Standard
- Meets Standard
- Needs Improvement
- Unsatisfactory

Comments

Performance Standard 6: Professionalism

The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.

- ◆ Professional behavior
- ◆ Confidentiality
- ◆ School duties, policies, and procedures
- ◆ Knowledge and skills of subject area taught
- ◆ Reflection
- ◆ Professional development
- ◆ Committee/school activity service

Comments

Rating

- Exceeds Standard
- Meets Standard
- Needs Improvement
- Unsatisfactory

Performance Standard 7: Student Achievement

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

- ◆ Student progress goals set
- ◆ Goal monitoring
- ◆ Supports identified and given to students
- ◆ Evidence of meeting achievement goals

Comments

Rating

- Exceeds Standard
- Meets Standard
- Needs Improvement
- Unsatisfactory

Strengths:

Areas Needing Improvement:

Overall Evaluation Summary Criteria

Met, recommended for re-employment

Not met due to:

- ◆ 1 or more *Unsatisfactory* rating(s)
- ◆ 2 or more *Needs Improvement* ratings

The teacher is recommended for:

- Re-employment and placement on an *Employee Improvement Plan*
- Non-renewal/Dismissal

Evaluator's Signature/Date

Teacher's Signature/Date

Bedford County Public Schools

EMPLOYEE IMPROVEMENT PLAN

Teacher

School

Evaluator

School Year

Evaluator's Signature/Date Initiated

Teacher Signature/Date Initiated

Performance standard(s) requiring improvement:

Objectives and strategies for improvement¹:

<i>Performance Objective</i>	<i>Procedures/Resources</i>	<i>Target Dates</i>

Results of improvement plan¹:

<i>Performance Objective</i>	<i>Comments</i>	<i>Review Dates²</i>

Recommendation based on outcome of Employee Improvement Plan:

- Sufficient improvement has been achieved: The teacher is no longer on an improvement plan.
- Some improvement has been achieved but more improvement is needed: The teacher remains on an *Employee Improvement Plan*.
- Little or no improvement has been achieved: The teacher is recommended for non-renewal or dismissal.

Evaluator's Signature/Date Completed

Teacher Signature/Date Completed

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

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

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PERFORMANCE STANDARDS

Performance Standard 1: Data-Driven Planning

The teacher uses data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.

Sample Performance Indicators

The teacher:

- ◆ Designs coherent instruction based upon knowledge of subject matter and student performance data.
- ◆ Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guides.
- ◆ Identifies and plans for the instructional and developmental needs of all students.
- ◆ Selects varied and appropriate instructional strategies and materials.
- ◆ Includes specific student performance expectations in instructional planning.
- ◆ Develops plans that address immediate and long-range goals.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher successfully uses data to optimize resources in the planning process.	The teacher uses data to plan appropriate curricula, implement instructional strategies, and use resources to promote learning for all students.	The teacher inconsistently uses data in the instructional planning process.	The teacher's lesson plans reflect little or no evidence that the instructional planning process uses data to plan for meeting students' needs.

*"Meets Standard" is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

No documentation is required as part of the Documentation Log as teachers are responsible for developing, maintaining, and adapting long- and short- term lesson plans. The lesson plans are observable through items other than the log such as lesson plan submissions or the lesson plan book.

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Constructs a blueprint of how to address the curriculum during the instructional time.¹
- ◆ Facilitates planning units in advance to make intra- and interdisciplinary connections.²
- ◆ Plans for the context of the lesson, to help students relate, organize, and make knowledge become a part of their long-term memory.³
- ◆ Identifies instructional objectives and activities⁴ to promote students' cognitive and developmental growth.⁵
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁶

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Performance Standard 2: Instructional Delivery

The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.

Sample Performance Indicators

The teacher:

- ◆ Incorporates a variety of teaching methods and instructional strategies in lessons.
- ◆ Uses comprehensive materials, technology, and resources to support student learning.
- ◆ Teaches essential knowledge, and develops students’ critical thinking and problem-solving skills.
- ◆ Makes learning relevant by connecting students’ prior knowledge and experiences to the learning process.
- ◆ Engages and maintains students in active learning.
- ◆ Differentiates instruction based on student diversity and individual needs.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher successfully meets the individual learning needs of all student groups through effective instruction within a variety of settings.	The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.	The teacher does not consistently address individual learning differences and/or use effective instructional strategies.	The teacher does not effectively deliver instruction.

* “Meets Standard” is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

No documentation is required as instructional delivery is the focus of classroom observation. Teachers may maintain copies of their classroom observation forms in this section.

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Stays involved with the lesson at all stages.⁷
- ◆ Uses a variety of instructional strategies.⁸
- ◆ Uses research-based strategies to enhance the time students spend with teachers by making instruction student-centered.⁹
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.¹⁰
- ◆ Uses students’ prior knowledge to facilitate student learning.¹¹
- ◆ Uses remediation, skills-based instruction, and individualized instruction to differentiate for individual students’ needs.¹²
- ◆ Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.¹³

Performance Standard 3: Assessment

The teacher analyzes assessment data to measure student progress and guide immediate and long-range instruction.

Sample Performance Indicators

The teacher:

- ◆ Uses a variety of informal and formal assessments.
- ◆ Provides timely and specific feedback.
- ◆ Collects and maintains assessment data records.
- ◆ Analyzes and interprets data.
- ◆ Uses analysis and interpretation data to guide instructional decisions (e.g., reteaches and/or accelerates).
- ◆ Provides self-assessment strategies for students.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher develops tools and guidelines that help students monitor, assess, and reflect on their own academic progress.	The teacher analyzes assessment data to measure student progress and guide immediate and long-range instruction.	The teacher inconsistently: uses a variety of assessment strategies, links assessment to intended learning outcomes, modifies instruction based on assessment data, and/or reports student progress in a timely fashion.	The teacher infrequently: conducts assessments, uses a range of assessment formats, and/or applies assessment data to the instructional decision-making process.

*"Meets Standard" is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

Check the box(es) below to indicate required documentation item(s) included.

Year 1 Grading procedures

Continuing Contract Teachers Only

Year 2 Grading procedures

Year 3 Grading procedures

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Gives regular feedback and reinforcement.¹⁴
- ◆ Offers timely and specific feedback.¹⁵
- ◆ Gives homework and offers feedback on the homework.¹⁶
- ◆ Uses open-ended performance assignments.¹⁷
- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.¹⁸
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.¹⁹

Performance Standard 4: Learning Environment

The teacher provides a well-managed, safe student-centered environment that is academically challenging.

Sample Performance Indicators

The teacher:

- ◆ Establishes rapport in a climate of trust and respect.
- ◆ Recognizes and fosters appreciation of diversity.
- ◆ Engages students in the learning process.
- ◆ Implements classroom and school rules and routines fairly and consistently.
- ◆ Provides a safe and positive learning environment.
- ◆ Maximizes instructional time.
- ◆ Facilitates a student-centered learning environment.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher maintains clear expectations for behavior and engages students to enhance academic achievement.	The teacher provides a well-managed, safe student-centered environment that is academically challenging.	The teacher inconsistently demonstrates expectations for student behavior and/or achievement.	The teacher rarely maintains acceptable expectations for student behavior and/or academic achievement.

* "Meets Standard" is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

Check the boxes below to indicate required documentation items included.

- Year 1 Classroom rules/discipline plan
 Student survey summary

Continuing Contract Teachers Only

- Year 2 Classroom rules/discipline plan
 Student survey summary
- Year 3 Classroom rules/discipline plan
 Student survey summary

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Is adept at organizing and maintaining an effective classroom environment.²⁰
- ◆ Has a sense of "with-it-ness," being aware of when routines need to be altered or an intervention may be needed to prevent behavior problems.²¹
- ◆ Fosters relationships where respect and learning are central so students feel safe in taking risks that are associated with learning and believes in the students.²²
- ◆ Is culturally competent and attuned to students' interests both in and out of school.²³
- ◆ Establishes good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate.²⁴

Performance Standard 5: Communication

The teacher communicates effectively with students, staff, parents/guardians, and the community.

Sample Performance Indicators

The teacher:

- ◆ Uses precise language and acceptable forms of oral and written expression.
- ◆ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- ◆ Shares major instructional goals and classroom expectations with students and parents/guardians.
- ◆ Initiates communication and responds to parents/guardians regarding student expectations, progress, or concerns in a timely and confidential manner.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher clearly communicates expectations and content to all student groups in a variety of ways and initiates communication with parents and the community.	The teacher communicates effectively with students, staff, parents/guardians, and the community.	The teacher is ineffective in communicating with students, staff, parents, or community and/or inconsistently communicates concepts and class expectations to students.	The teacher consistently fails to communicate and respond to student, staff, parent, or community concerns and/or poorly articulates content and expectations to students.

*“Meets Standard” is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

Check the boxes below to indicate required documentation items included.

- Year 1 Parent contact log
 Conference log
 Long-range plans/course syllabus

Continuing Contract Teachers Only

- Year 2 Parent contact log
 Conference log
 Long-range plans/course syllabus
- Year 3 Parent contact log
 Conference log
 Long-range plans/course syllabus

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Possesses strong communication skills,²⁵ offering clear explanations and directions.²⁶
- ◆ Recognizes the levels of involvement, ranging from networking to collaboration.²⁷
- ◆ Uses multiple forms of communication between school and home.²⁸

Performance Standard 6: Professionalism

The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.

Sample Performance Indicators

The teacher:

- ◆ Maintains a positive pattern of professional behavior (e.g., appearance, punctuality, and attendance).
- ◆ Respects and maintains confidentiality.
- ◆ Performs assigned school duties and follows policies and procedures.
- ◆ Demonstrates knowledge and skills relevant to the subject area(s) taught.
- ◆ Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning.
- ◆ Sets goals for improvement of skills and professional performance.
- ◆ Participates in professional growth activities and incorporates learning into instructional practice.
- ◆ Serves on school and/or division committees and supports school activities.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The teacher is a professional role model for others, engages in a high level of personal professional growth, and contributes to the development of others and the well-being of the profession.	The teacher maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the curriculum, and contributes to the profession.	The teacher inconsistently: participates in professional growth activities, applies strategies and information from professional growth opportunities, serves the profession, and/or demonstrates professional judgment.	The teacher demonstrates inflexibility, a reluctance to support others in the work of the school, and/or rarely takes advantage of professional growth opportunities.

*“Meets Standard” is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

Check the box(es) below to indicate required documentation item(s) included.

Year 1 Professional development log²

Continuing Contract Teachers Only

Year 2 Professional development log

Year 3 Professional development log

Teacher effectiveness research appears on the next page.

² The professional development log may be the Relicensure Points summary sheet, résumé, or teacher-made log.

Effective Teacher Research

Research has found that an effective teacher:

- ◆ Links professional growth goals to professional development opportunities.²⁹
- ◆ Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.³⁰
- ◆ Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.³¹
- ◆ Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.³²

Performance Standard 7: Student Achievement

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

Sample Performance Indicators

The teacher:

- ◆ Sets measurable and appropriate achievement goals for student progress.
- ◆ Uses assessment data to regularly monitor student progress and modify instruction as needed.
- ◆ Identifies and establishes additional means of support to increase the achievement level for all groups of students.
- ◆ Provides evidence that achievement goals have been met.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard...</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The work of the teacher results in a high level of student achievement for all subgroups.	The work of the teacher results in acceptable, measurable student progress.	The work of the teacher results in an acceptable level of achievement for some subgroups.	The work of the teacher does not result in an acceptable level of achievement for most subgroups.

*“Meets Standard” is the baseline of acceptable performance for teachers and is the actual performance standard.

Documentation Log

Check the boxes below to indicate required documentation items included.

- Year 1 Academic goal-setting form(s)
 Documentation of student progress relating to the goal(s) set

Continuing Contract Teachers Only

- Year 2 Academic goal-setting form(s)
 Documentation of student progress relating to the goal(s) set
- Year 3 Academic goal-setting form(s)
 Documentation of student progress relating to the goal(s) set

Effective Teacher Research

Research has found that an effective teacher:

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

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