



**Gloucester County Public Schools  
Professional Growth & Evaluation Handbook  
for Certified Instructional Personnel  
(Teachers, Media Specialists, & School Counselors)**

**Revised December 2013**

# ***ACKNOWLEDGMENTS***

We wish to thank Dr. Robert Grimesey, Superintendent of Orange County Public Schools, and the Orange County Public Schools Teacher Evaluation Steering Committee for their conscientious and thoughtful efforts in developing a handbook and evaluation that was used as the basis for a sample handbook provided by the Virginia Department of Education. Portions of the VDOE model are incorporated into Gloucester County Public Schools Professional Growth & Evaluation Model. Members of the Orange County committee included:

William L. Berry	Principal, Orange Elementary School
Linda D. Carlton	Director of Secondary Instruction
C. Andrews Dahl Jr.	Teacher, Orange County High School
Douglas A. Duncan	Assistant Principal, Orange County High School
Amelda H. Jones	Special Education Teacher, Orange County High School
Wanda P. Jones	Special Education Teacher, Prospect Heights Middle School
Melanie L. Kelson	Teacher, Locust Grove Elementary School
Cara M. Kidd	Instructional Coach, Gordon-Barbour Elementary School
Sherri T. McGhee	Assistant Principal, Locust Grove Elementary School
Katrina B. Richardson	Assistant Principal, Locust Grove Middle School
Dominic A. Sodano	Teacher, Locust Grove Middle School
Evan E. Straub	Teacher, Lightfoot Elementary School
Pamela K. Whitlock	Instructional Coach, Unionville Elementary School
Charles A. Winkler	Directory of Elementary Instruction
James A. Yurasits	Director of Accountability, Data and School Improvement

## ***Project Consultant***

James H. Stronge, Ph.D.  
Heritage Professor of Educational Policy, Planning, and Leadership  
College of William and Mary  
Williamsburg, Virginia

with assistance from:

Leslie W. Grant, Ph.D., College of William and Mary  
Virginia Caine Tonneson, Ph.D., College of William and Mary  
Xianxuan Xu, Ph.D., College of William and Mary

Copyright © 2011 by James H. Stronge

James H. Stronge hereby grants school divisions in the Commonwealth of Virginia permission to use, revise, and/or modify the system developed under this Agreement, as needed, to meet applicable requirements or other educational purposes. This restricted copyright permission is applicable solely for use of such copyrighted material by the Virginia Department of Education and their employees, and within the Virginia Public Schools.

Members of the Gloucester County Public Schools Evaluation Committee, 2011-2012:

Shannon Aucho	Assistant Principal, Bethel Elementary School
Carol Belvin	Assistant Principal, Gloucester High School
Molly Broderson	Principal, Achilles Elementary
Linda Downey	Teacher, Abingdon Elementary
Emily Finerfrock	Teacher, Gloucester High School
Tish Hudgins	Teacher, TC Walker Elementary
Amy Lenderman	Teacher, Achilles Elementary
Brian McGovern	Teacher, Gloucester High School
Petrina Newsome	Teacher, Peasley Middle School
Janet Parmiter	Teacher, Botetourt Elementary
Anne Petersen	Teacher, Gloucester High School
Steve Sikes-Nova	Teacher, Petsworth Elementary
Dr. Juanita Smith	Director, Human Resources
Andrea South	Teacher, Bethel Elementary
Doug Stewart	Teacher, Page Middle School
Dr. Chuck Wagner	Assistant Superintendent for Instruction
Rita Welsh	Reading Specialist, Peasley Middle School
Ginny Wilburn	Assistant Principal, Page Middle School
Dr. Bess Worley	Instructional Supervisor, Division-wide

With review and feedback by Rita Cargill-Brown, Director of Student Services, and School Counselors; and Margaret Williams, Coordinator of Technology Training Services, and Media Specialists.

# Table of Contents

## Part I: Process

❖	<b>Statement of Purpose</b> .....	<b>1</b>
❖	<b>Evaluation Schedule</b> .....	<b>2</b>
❖	<b>Evaluation Records</b> .....	<b>2</b>
	Figure 1: GCPS Evaluation Schedule .....	3
	Figure 2: Overview of Evaluation Requirements by Type.....	4
❖	<b>Evidence of Professional Performance</b> .....	<b>5</b>
➤	<b>Performance Goals</b> .....	<b>5</b>
▪	Employee Goal.....	5
▪	Student Academic or Learner/Program Progress Goal.....	5
➤	<b>Observations</b> .....	<b>6</b>
▪	Video Self-Reflection .....	7
➤	<b>Professional Notebook</b> .....	7
	Figure 3: Sample Items in a Professional Notebook .....	9-10
❖	<b>Goal Setting Process</b> .....	<b>11</b>
	Figure 4: Student Achievement Goal Setting Process .....	11
	Figure 5: Acronym for Developing Goals .....	12
	Figure 6: Sample Goals .....	12
	Figure 7: Examples of Data Sources for Monitoring Student Progress .....	13
	Figure 8: Examples of Strategies to Improve Student Learning .....	14
❖	<b>Rating Employee Performance</b> .....	<b>15</b>
➤	<b>Definitions of Ratings</b> .....	15
	Figure 9: Definition of Terms Used in Rating Scale .....	15
➤	<b>Performance Rubric</b> .....	16
	Figure 10: Sample Rubric .....	16
➤	<b>Responsibility for the Ratings</b> .....	17
➤	<b>End-of-Year Review of Goals/Summative Conference</b> .....	17
❖	<b>Improving Professional Performance</b> .....	<b>18</b>
	Figure 11: Two Tools to Increase Professional Performance .....	18
➤	<b>Support Dialogue</b> .....	19
	Figure 12: Sample Prompts for Support Dialogue .....	19
➤	<b>Performance Improvement Plan</b> .....	20
➤	<b>Implementation of Performance Improvement Plan</b> .....	20
➤	<b>Resolution of Performance Improvement Plan</b> .....	21

## Part II: Forms

Figure 13: Items Used as Evidence of Quality work Performance .....	22
❖ Student Academic Progress or Learner/Program Progress Goal-Setting Form .....	23
❖ Employee Goal-Setting Form .....	25
❖ Teacher Observation Form Sample .....	27
❖ Educational Specialist Observation Form Sample .....	30
❖ Self-Reflection Form for Teachers .....	34
❖ Self-Reflection Form for Educational Specialists .....	40
❖ Pre-Observation Conference Record .....	46
❖ Professional Notebook Cover Sheet for Teachers .....	47
❖ Professional Notebook Cover Sheet for Educational Specialists.....	49
❖ Summative Performance Report for Teachers.....	51
❖ Summative Performance Report for Educational Specialists.....	56
❖ Performance Improvement Plan .....	61

## Appendix

❖ Glossary .....	63
❖ Performance Standards and Indicators: Teachers .....	65
➤ Teacher Performance Standard 1: Professional Knowledge .....	66
➤ Teacher Performance Standard 2: Instructional Planning.....	67
➤ Teacher Performance Standard 3: Instructional Delivery .....	68
➤ Teacher Performance Standard 4: Assessment of and for Student Learning .....	69
➤ Teacher Performance Standard 5: Learning Environment .....	70
➤ Teacher Performance Standard 6: Professionalism .....	71
➤ Teacher Performance Standard 7: Student Academic Progress.....	73
❖ Performance Standards and Indicators: Educational Specialists (Media Specialists & School Counselors) .....	74
➤ Teacher Performance Standard 1: Knowledge of the Learning Community .....	74
➤ Teacher Performance Standard 2: Program Planning and Management .....	75
➤ Teacher Performance Standard 3: Program Services .....	76
➤ Teacher Performance Standard 4: Assessment .....	77
➤ Teacher Performance Standard 5: Communication and Collaboration .....	78
➤ Teacher Performance Standard 6: Professionalism .....	79
➤ Teacher Performance Standard 7: Learner/Program Progress .....	80
❖ References .....	81
❖ Endnotes .....	82

## **PART I: PROCESS**

### **Statement of Purpose**

The purpose of the Gloucester County Public Schools Professional Growth and Evaluation model is:

- To develop knowledge and skills that result in improved student outcomes,
- To establish individual goals for professional growth and/or improvement, and
- To recommend an individual for continued employment, non-renewal or dismissal.

This integrated model of supervision, professional development, and evaluation is intended to be a collaborative professional process. School leaders, administrative staff, and instructional supervisors are responsible for providing assistance, resources, and opportunities for professional growth that positively impact student learning. Employees are responsible for actively participating in the process of professional growth and demonstrating a commitment to and responsibility for improved teaching and student learning. The central focus for this model is on identifying, planning, and providing opportunities for professional growth that lead to instructional improvement and increased student achievement.

During the 2011-2012 school year, an Evaluation Committee composed of teachers and administrators from all schools and levels met to revise the GCPS Evaluation model to be in compliance with 2011 guidelines and regulations from the Board of Education and the Virginia Department of Education (VDOE). The sample handbook provided by the VDOE uses the Goals and Roles Performance Evaluation Model<sup>®</sup> (short title: Goals and Roles Model<sup>®</sup>) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. This model provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each employee by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. The GCPS Evaluation committee used the sample VDOE handbook as the basis for the 2012 revision of the Professional Growth and Evaluation Model. This model is for all staff with an instructional license, including school counselors and media specialists. An alternate set of performance standards for school counselors and media specialists is included in this model.

## **Evaluation Schedule**

Summative evaluations are to be completed by supervising administrators. Figure 1 provides an overview of the evaluation schedule for administrators and employees. Figure 2 details the evaluation schedules for each group of employees according to their evaluation cycle status. As illustrated, the procedures for evaluating the performance of employees rely on multiple data sources, including, but not limited to, observations, goal setting, and measures of program and student progress.

### **Employees New to GCPS (Type A1, A2, or A3)**

All probationary employees are evaluated summatively during each of their first three years in the school division. Probationary employees will also receive a mid-year review to provide systematic feedback prior to the summative review. Probationary employees will be evaluated using multiple data sources to determine that the employee has shown evidence of each of the appropriate performance standards.

### **Employees on Continuing Contract (Type B1, B2, or B3)**

All employees on continuing contract receive a summative evaluation every third year (B3). Unscheduled observations and the Student Academic Progress or Learner/Program Progress Goal are annual for all employees, regardless of whether it is their summative evaluation year or not.

## **Evaluation Records**

Records of information used in the evaluation cycle are maintained by both the employee and the supervising administrator for the entire evaluation period. If the employee transfers among Gloucester County Public Schools, the documentation should be sent to the Office of Human Resources for redistribution to the appropriate school site. At the end of an evaluation cycle, the supervising administrator retains copies of the Goal Setting Forms, Professional Notebook Cover Sheet, Observation Form(s), and Summative Performance Report at the school/worksite. Only the original Summative Performance Report is sent to the Office of Human Resources at the end of the evaluation cycle.

Figure 1: GCPS Evaluation Schedule

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Employee
<b>By 3<sup>rd</sup> Friday in October</b>	<b>A1/A2/A3:</b> Establish Employee Goal and Student Academic Progress Goal or Learner/Program Progress Goal <b>B1/B2/B3:</b> Establish/Review Employee Goal and Student Academic Progress Goal or Learner/Program Progress Goal	<i>Performance Goals</i>	X	X
<b>Before the mid-year review</b>	<b>A1:</b> First observation and second observation <b>A2/A3:</b> Complete one observation	<i>Observation Form</i>	X	
<b>Mid-year By 1<sup>st</sup> Monday in February</b>	<b>A1/A2/A3/B3:</b> Mid-year Performance Goal and Professional Notebook review	<i>Mid-year Review on Performance Goals Professional Notebook review</i>	X X	X X
<b>By May 1st</b>	<b>A1/A2/A3:</b> Complete self-Evaluation; Summative evaluation conferences are held	<i>Self-Evaluation, Performance Goals, Professional Notebook, Summative Performance Report</i>	X	X
<b>By Sept 1st</b>	<b>B3:</b> Complete self-Evaluation; Summative evaluation conferences are held  <b>B1/B2:</b> Review Student Academic Progress Goal or Learner/Program Progress Goal	<i>Self-Evaluation; Performance Goals, Professional Notebook, Summative Performance Report  Progress Goal</i>	X  X	X  X



Figure 2: Overview of Evaluation Requirements by Cycle A or B

<b>Evaluation Components</b>	<b>A1</b>	<b>A2-A3</b>	<b>B1-B2</b>	<b>B3</b>
<b>Performance Goal: Employee Goal</b>	Required - annual	Required - annual	May be a 1-, 2-, or 3-year goal	Required - annual
<b>Performance Goal: Student Academic Progress Goal or Learner/Program Progress Goal</b>	Required - annual	Required - annual	Required - annual	Required - annual
<b>Performance Goal Conference (Fall)</b>	Required (Includes <i>Self-Reflection</i> )	Required (Includes <i>Self-Reflection</i> )	Required	Required (Includes <i>Self-Reflection</i> )
<b>Classroom Observation</b>	Minimum of 2 Required	Minimum of 1 Required *	Optional	Minimum of 1 Required during B3 year of cycle*
<b>Mid-year review</b>	Required	Required	Optional	Required
<b>Summative Conference</b>	Required (Includes review of <i>Professional Notebook</i> )	Required (Includes review of <i>Professional Notebook</i> )	Required only for Student Academic Progress Goal	Required (Includes review of <i>Professional Notebook</i> )

\* A self-reflective video observation by the employee may be substituted for one observation by an administrator with approval of supervising administrator.

## Evidence of Professional Performance

### Performance Goals

Performance Goals encompass two areas of focus: the Employee Goal and the Student Academic Progress or Learner/Program Progress Goal (the Progress Goal). Goal-setting is a tool used by the employee and administrator to establish goals specific to the evaluation cycle (Employee Goal and Progress Goal).

### Employee Goal

All employees establish goals for improving their professional performance related to their individual career experience and teaching assignment. The **Employee Goal** is created by the employee and the supervising administrator to establish long-term performance objectives to meet division goals, school goals, and/or professional goals. The Employee Goal is annual for A1, A2, and A3 employees. The Employee Goal is a one-, two-, or three-year goal for B1, B2, and B3 employees, as determined by the employee and administrator at the beginning of their B evaluation cycle.

### Student Academic Progress or Learner/Program Progress Goal

The **Student Academic Progress** or **Learner/Program Progress** goal is an annual goal for all employees (As and Bs). For this goal, the employee determines baseline performance, develops strategies for improvement, and assesses results at the end of the academic year. The determination of baseline performance will be in consultation with the supervising administrator and established grade level or departmental assessment protocol.

---

*The Code of Virginia requires the use of Observation and Measures of Academic Progress. GCPS chose to include goal setting and a teacher professional log as other data sources.*

---

Educational specialists such as School Counselors and Media Specialists impact student learning and performance through their various roles. Depending on grade level, content area, and learners' ability levels, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures may include standardized test results as well as other pertinent data sources. Educational specialists set goals for improving **Learner/Program Progress** based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

Teachers impact student learning and performance through their various roles. Measures of student learning and performance include standardized test results and other data sources appropriate for grade level, content area, student ability, etc. Teachers establish goals for improving **Student Academic Progress** based on results of these various performance measures.

More specifically, the intent of the **Student Academic Progress** goal is to:

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

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate growth as a significant component of employee evaluation while encouraging local flexibility in implementation. 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.

Measures of Student Growth (may include, but are not limited to):

- Valid, standardized assessments administered at least twice (e.g., Sept. and May)
- Student performance/product assessment with rubrics

## Observations

Observations are intended to provide information on a wider variety of contributions made by employees in the classroom or to the school community as a whole through their professional responsibilities. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. The following definitions describe two types of observations:

- **Scheduled Observation:** A documented, scheduled observation of a lesson, instructional activity, or professional responsibility initiated by an administrator or the employee. The observation may be preceded with a pre-observation conference; a post-observation conference with the observer is required. \*
- **Unscheduled Observation:** An unscheduled observation of an instructional situation or other professional responsibility. Feedback will be provided. \*

Observations, *scheduled* and *unscheduled*, provide key information on several of the specific standards. Probationary employees (Type A) will have at least one *scheduled* and one *unscheduled* observation in their first year of employment (A1), and at least one *scheduled* or one *unscheduled* observation per year in the second and third year of employment (A2 and A3). Employees employed under a continuing contract (Type B) will have at least one *scheduled* or one *unscheduled* observation during the B3 year.

The *Observation Form* (Part II) may be used to provide targeted feedback during scheduled observations of a lesson, instructional activity, or professional responsibility initiated by an

administrator or the employee. Additional unscheduled observations for any staff member may occur at the discretion of the supervising administrator; a variety of other observation forms may be used at the administrator's discretion. \*

\*Walkthroughs may be used to supplement observation data.

## **Video Self-Reflection**

A *self-reflective video* observation by the employee may be substituted for one observation by an administrator, with approval of the supervising administrator, for employees in the A2, A3, or B3 cycle years of evaluation. This self-reflective video observation will use the *Observation Form* or other appropriate instructional observation form, as determined by the supervising administrator and the employee, and be followed by a post-observation conference with the supervising administrator.

## **Professional Notebook**

The *Professional Notebook* allows for employee-selected artifacts to demonstrate how the employee meets the designated performance standards. While some standards require at least one artifact, the selection of artifacts is the responsibility of the employee. The *Professional Notebook* ensures that multiple measures of performance are included in order to provide a valid and descriptive effect of the employee's performance on student learning and/or program improvement.

There are five items required in the *Professional Notebook*:

- Cover Sheet,
- Evidence of using data to guide instruction or program planning,
- Evidence of baseline and periodic assessments,
- Commitment to professional growth and the school community, and
- The Progress Goal
  - For Teachers: Student Academic Progress
  - For Education Specialists: Learner/Program Progress Goal

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 appropriate Performance Standards. The *Professional Notebook* is required for all employees. A *Self-Reflection* is required for employees in the A1, A2, A3 and B3 cycle years. These combined documents provide administrators with information they likely would not receive in an observation. Specifically, the *Professional Notebook* provides the employee 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 *Professional Notebook* is used to organize the multiple data sources included in the employee evaluation.

Supervising administrators review the *Professional Notebook* annually for cycle A employees. Additionally, employees in their probationary period will meet with supervising administrators to review their *Professional Notebook* by the end of the first semester during the mid-year reflection. For cycle B employees, the *Professional Notebook* should be available at the request of the supervising administrator.

***A Professional Notebook:***

- is one component of a multi-source evaluation and complements the observation components of the employee 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 and monitored regularly throughout the evaluation cycle (weekly/ monthly),
- should be available for review at administrator's request,
- should be user-friendly (neat, organized),
- remains in employee's possession except when reviewed by the supervising administrator,
- belongs to the employee.

***A Professional Notebook 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 a classroom teacher's *Professional Notebook*. This is not a limited list.

Figure 3: *Sample Items in a Professional Notebook for a Classroom Teacher*

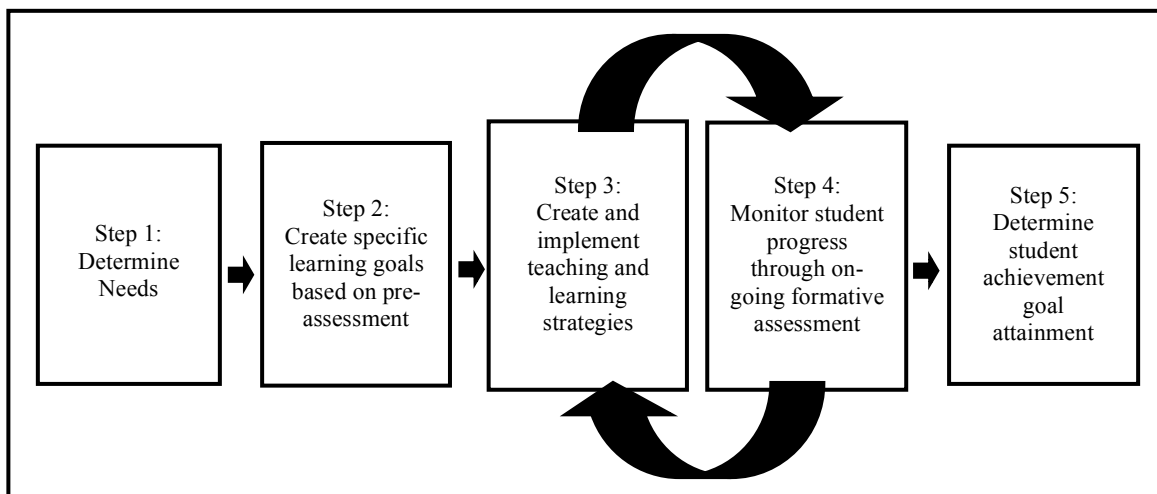
Standards	Item	Examples of Evidence
1. Professional Knowledge	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lessons/unit plans or intervention plans</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by the teacher</li> </ul>
2. Instructional Planning	<b>Required:</b> <u>Evidence of using data about student learning to guide planning and instruction</u>	Can include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom and/or standardized 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	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample student products</li> <li>• Video/audio samples of instructional units</li> <li>• Lesson plans with detailed instructional steps and/or evidence of high-yield strategies</li> <li>• Lesson plans demonstrating a variety of instructional strategies implemented over time</li> </ul>
4. Assessment of and for Student Learning	<b>Required:</b> <u>Evidence of the use of baseline and periodic assessments</u>	Can include: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <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(s)</li> <li>• Copy of students' journals of self-reflection and self-monitoring</li> </ul>

Standards	Item	Examples of Evidence
5. Learning Environment	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Student survey (if applicable)</li> <li>• Classroom management plan</li> <li>• Self-reflection video</li> <li>• Examples of positive parent communication (i.e., communication log, parent letters/emails, etc.)</li> <li>• Evidence of instructional activities that encourage social interaction, active engagement in learning, and self-motivation for all students</li> <li>• Evidence of teacher expectations for, or modeling of, safe use of equipment and materials</li> </ul>
6. Professionalism	<b>Required:</b> <u>Evidence of commitment to professional growth and involvement in the school community</u>	Can include: <ul style="list-style-type: none"> <li>• Record of participation in school activities and events</li> <li>• Evidence of accessibility to students, parents, and colleagues</li> <li>• Record of professional development taken or implemented</li> <li>• Examples of collaborative work with peers</li> <li>• Record of meeting other school obligations (i.e., student/teacher conference, department or grade level meetings, faculty meetings, child study meetings, schoolwide professional development, etc.)</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 Academic Progress	<b>Required:</b> <u>Student Academic Progress Goal and Outcomes as indicated on the Goal-Setting Form</u>	Student Academic Progress Goal Setting Form and appropriate data

## GOAL SETTING PROCESS

Student achievement or program goal setting involves several steps, beginning with knowing where students or the program goals are in relation to what is expected. Then, employees set specific, measurable goals based on both the demands of the curriculum and the needs of the students or employees, or based on the needs of the students and the program for other employees. The next part of the process is recursive in that the employee creates and implements strategies and monitors student or program progress. As progress is monitored, the employee makes adjustments to the implementation strategies. Finally, a summative judgment is made regarding student learning or program progress for the specified period of time. Figure 4 depicts these steps.

Figure 4: *Student Achievement Goal Setting Process*<sup>ii</sup>



Each employee, using the results of an initial or baseline assessment, sets an annual goal<sup>1</sup> for improving student achievement. The supervising administrator and the employee meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year and should be customized for the teaching/professional assignment and for the individual learners or program. The *Student Academic or Learner/Program Progress Goal Setting Form* may be used for developing and assessing the annual goal. Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time.

<sup>1</sup> The form for Goal-Setting Form incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

<sup>1</sup> These sections are to be completed collaboratively by the supervising administrator and the employee. Pages may be added, if



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

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to employee-generated measures of student or program performance, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program or program of services. 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 5) is a useful way to assess a goal's feasibility and worth.

*Figure 5: Acronym for Developing Goals*

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

Figure 6 contains samples of goals that classroom teachers may develop. They are intended to serve as models for how goals may be written.

*Figure 6: Sample Classroom Teacher 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 students 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 students will demonstrate proficiency on the Grade 7 Math SOL Test.
<b>High School English Sample Goal:</b> Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

## Goal-Setting Step-by-Step

The following describes the goal-setting process.

### I. **Student Academic Progress Goal:** What do you want learners to accomplish?

- **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.
- **Select an emphasis for your goal, focusing on the classroom/employee level.**
  - Develop an annual goal.
  - Determine the area/topic addressed based on learner achievement, learner or program progress, or observational data.

Examples of data sources for monitoring student progress can be found in Figure 7.

*Figure 7: Examples of Data Sources for Monitoring Student Progress*

#### **Criterion- and Norm-Referenced Tests**

- Advanced Placement Tests
- Virginia Standards of Learning (SOL)
- Scholastic Reading Inventory (SRI)
- Phonological Awareness Literacy Screening (PALS)
- Gates
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- Virginia Alternate Assessment Program (VAAP)
- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)
- AIMS WEB

#### **Benchmark Tests**

- County Benchmark Tests based on the standards
- CTE Competencies
- President's Physical Fitness Tests

#### **Teacher Assessments**

- Quizzes, Tests
- Authentic assessments/portfolios/writing samples/running records
- Grade analysis by nine weeks/interim reports
- Semester/end-of-course examinations
- Pre-/post-testing

- **Means for attaining the goal:** Indicate strategies/activities used to accomplish the goals including resources available or needed, how progress is measured (outcomes), and target dates. Examples of strategies to improve student learning are shown in Figure 8.

*Figure 8: Examples of Strategies to Improve Student Learning*

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Modified teaching/work arrangement</li> <li>• Cooperative planning with master teachers, team members, department members</li> <li>• Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors</li> <li>• Visits to other classrooms for peer observation, video self-reflection</li> <li>• Use of instructional strategies (i.e., differentiation, interactive planning)</li> <li>• Focused classroom observation</li> <li>• Development of curricular supplements</li> <li>• Completion of workshops, conferences, coursework</li> <li>• Co-teaching; collaborative teaching</li> </ul> |
|--|

- **Mid-year reflection:** The accomplishments toward the established goals should be reviewed on an ongoing basis, specifically by the end of the first semester. If needed, make adjustments to the professional development strategies, etc.
- **Summative reflection:** The accomplishments toward the established goals are reviewed at the end of the year.

## **Submission of the Individual Performance Goals**

Employees complete a draft of their *Employee* and *Student Academic Progress* goals and schedule a meeting with their supervising administrator to look at the available data from performance measures and discuss the proposed goals. Each year, employees are responsible for submitting their goals to, and meeting with, their supervising administrator by the third Friday in October.

## **Mid-Year Conference and Review of Goals**

A mid-year review of progress on the goals is held for all Type A employees and B3 employees; Type B1 and B2 may meet at the discretion of the supervising administrator. At the administrator's discretion, this review may be conducted through peer teams, coaching with the supervising administrator, 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 by the first Monday in February. It is the principal's responsibility to establish the format and select the time of the review.

## Rating Employee Performance

Supervising administrators have two tools to guide their rating of employee performance: (a) the sample performance indicators and (b) the performance rubric for each professional standard. The following sections define the four rating levels, provide an example of the performance rubric, and describe the decision-making process for assessing performance.

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

### Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “mastery” to “unacceptable.” The use of the scale enables supervising administrators to acknowledge employees who exceed professional expectations (i.e., “mastery”), note those who meet the standard (i.e., professional), and use the two lower levels of feedback for employees who do not meet expectations (i.e., “developing/needs improvement” and “unacceptable”). Figure 9 offers general descriptions of these ratings.

*Figure 9: Definitions of Terms Used in Rating Scale*

Category	Description	Definition
<b>Mastery</b>	The employee 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>Professional</b> <i>(Professional is the expected level of performance.)</i>	The employee 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 employee 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 employee improvement being jointly identified and planned between the employee and supervising administrator</li> </ul>
<b>Unacceptable</b>	The employee 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>

## Performance Rubric

A performance rubric is provided for each of the seven standards (see Figure 10). 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 employee performance standard. It states the measure of performance expected of employees and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all employees. **Note: The rating of “professional” 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 *Professional Notebook* and other relevant sources, including evidence the employee offers, the supervising administrator rates an employee’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 employee expectations (see *Summative Report* in Part II). The results of the evaluation are discussed with the employee at a summative evaluation conference. The performance rubrics guide supervising administrators in assessing *how well* a standard is performed. They are provided to increase reliability among supervising administrators and to help employees to focus on ways to enhance their teaching practice.

*Figure 10: Sample Rubric of Teacher Performance Standard 5: Learning Environment*

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

## **Responsibility for the Ratings**

The supervising administrator has the ultimate responsibility for ensuring that this evaluation system 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. Summative performance reports are to be completed before May 1<sup>st</sup> for Type A employees and before September 1<sup>st</sup> for B3 employees. The supervising administrator submits the signed *Summative Performance Report* to the Human Resource Department by the appropriate dates (May 1<sup>st</sup> or September 1<sup>st</sup>).

## **End-of-Year Review of Goals/Summative Conference**

By the appropriate date, as determined by the supervising administrator, each employee is responsible for assessing the professional growth made on their *Employee and Student Academic or Learner/Program Progress* goals, and for submitting documentation to the supervising administrator. An employee 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.

## Improving Professional Performance

Supporting employees is essential to the success of schools. Sometimes additional support is required to help employees develop so that they can meet the performance standards and grow professionally.

Two tools are provided that may be used at the discretion of the supervising administrator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the employee. Support Dialogue is a conversation about addressing performance needs. The second is the *Performance Improvement Plan*, which has a more formal structure and is used for notifying an employee of “unacceptable” performance. Both tools may be used for all employees, regardless of contract status. The tools may be used independently of each other. Figure 11 shows the differences between the two processes.

*Figure 11: Two Tools to Increase Professional Performance*

	<b>Support Dialogue</b>	<b>Performance Improvement Plan</b>
<b>Purpose</b>	For employees who are in need of additional support. These employees attempt to fulfill the standard, but are often inconsistent.	For employees whose work is unacceptable.
<b>Initiates Process</b>	Supervising administrator, employee, or Instructional Team member	Supervising Administrator
<b>Documentation</b>	Form provided: None  Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i>  Building/Worksite Level  Human Resource Department is notified
<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>

## Support Dialogue

The *Support Dialogue* is initiated by supervising administrators or employee at any point during the school year and is initiated with personnel whose professional practice would benefit from additional support. An employee may 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 employee's growth (see Figure 12), and decide when to meet again. After an identified period of time to receive support and implement changes in professional practice has elapsed, the supervising administrator and employee meet again to discuss the impact of the changes (see Figure 12, 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 employee's practice has improved to an acceptable level. In the event that improvements in performance are still needed, the supervising administrator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

*Figure 12: Sample Prompts for Support Dialogue*

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

I believe you can benefit from targeted support in addressing \_\_\_\_\_ (tell specific concern).

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 Follow-up Conversation**

Last time we met, we talked about \_\_\_\_\_ (tell specific concern). What has gone well?

What has not gone as well?



---

## Performance Improvement Plan

*The Guidelines recommend that these criteria warrant the placement of a teacher on a Performance Improvement Plan.*

---

If an employee's performance does not meet the expectations established by the school, the employee may be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part II).

A *Performance Improvement Plan* is designed to document support for an employee in addressing areas of concern through targeted supervision and additional resources. It may be used by a supervising administrator at any point during the year for an employee whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* will be required if either of the following ratings is given on a *Summative Performance 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
- a rating of "Developing/Needs Improvement" on **either Standard 4 or Standard 7**.

## Implementation of Performance Improvement Plan

When an employee is placed on a *Performance Improvement Plan*, the supervising administrator must:

- provide written notification to the employee of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the employee, and
- review the results of the *Performance Improvement Plan* with the employee 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 supervising administrator making a final recommendation, the supervising administrator meets with the employee to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

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

When an employee is rated “Unacceptable,” the employee may be recommended for dismissal. The employee may request a review of the evidence in relation to an “Unacceptable” rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

## PART II: FORMS

### INTRODUCTION

Part II contains copies of forms used during the supervision of employees. The supervising administrator and the employee use the forms to provide evidence of the quality of work performed. The supervising administrator maintains the forms and provides copies to the employee. At a minimum, the supervising administrator retains copies of the completed *Student Progress Goal Setting Form*, *Professional Notebook Cover Sheet*, *Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

*Figure 13: Items Used as Evidence of Quality Work Performance*

Form	Documentation Completed by	
	<i>Supervising administrator</i>	<i>Employee</i>
Student Academic Progress or Learner/Program Progress Goal-Setting Form	X	X
Employee Goal-Setting Form	X	
Observation Form(s)	X	
Professional Notebook Cover Sheet (and other artifacts)		X
Summative Performance Report	X	
Performance Improvement Plan (if needed)	X	



Gloucester County Public Schools  
**Student Academic Progress or Learner/Program Progress  
 Goal Setting Form**

**Employee's Name:** \_\_\_\_\_

**Assignment/Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_ - \_\_\_\_

**Directions:** This form is a tool to assist employees in setting a goal that results in measurable progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

**Initial Goal Submission (due by \_\_\_\_\_ to the supervising administrator)**

<b>I. Setting</b> (Describe the school setting or learner population and special learning circumstances)		
<b>II. Content/Subject/Program 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>

**Initial Progress Goal-Setting Conference**

Employee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervising Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>VI. Mid-Year Review (Required cycle A and B3; optional B1/B2) (Describe goal progress and other relevant data)</b>	Mid-year review conducted on _____  Initials:    _____ (employee) _____ (supervising administrator)
	<input type="checkbox"/> Data attached

**End-of-Year Review (Required all A and B employees)**

*End-of-year review may be conducted through team/grade level meetings at the discretion of the supervising administrator.*

**Appropriate Data Received**

**Strategies used and data provided demonstrate appropriate progress**  **Yes**  **No**

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_



Gloucester County Public Schools  
**Employee Goal-Setting Form**

**Employee's Name:** \_\_\_\_\_

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

**Directions:** This form is a tool to assist employees in setting a goal that results in meaningful professional growth. Enter information electronically into the cells (the boxes will expand to fit the text).

**Initial Goal Submission (due by \_\_\_\_\_ to the supervising administrator)**

<b>I. Setting</b> (Describe the employee: teaching experience, school setting, grade level or department team, etc.)		
<b>II. Content/Subject/Field Area</b> (The area for professional growth based on content area, setting, etc; include Professional Standard and indicators, if applicable.)		
<b>III. Goal Statement</b> (Describe what you want 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>

Employee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervising Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>VI. Mid-Year Review (Required cycle A and B3; optional B1/B2) (Describe goal progress and other relevant data)</b> <b>Review N/A _____</b>	Mid-year review conducted on _____  Initials:    _____(employee) _____(supervising administrator)
	<input type="checkbox"/> Data attached

**End-of-Year Review**

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

Comments:

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_



## \*SAMPLE\* Teacher Observation Form

*Directions: This form is to be used for all teachers. Observers should use the form to provide feedback to teachers about the observation.*

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

Date Observed \_\_\_\_\_

Time \_\_\_\_\_

Observer's Name \_\_\_\_\_

The teacher is:

Probationary A1/A2/A3

Continuing Contract B1/B2/B3

### 1. Professional Knowledge

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

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

*Comments:*

### 2. Instructional Planning

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

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

*Comments:*



### **3. Instructional Delivery**

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

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

*Comments:*

### **4. Assessment of and for Student Learning**

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

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

*Comments:*

### **5. Learning Environment**

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

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

*Comments:*

## 6. Professionalism

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

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

*Comments:*

## 7. Student Academic Progress

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

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

*Comments:*

**Additional Comments:**

*Teacher's Name* \_\_\_\_\_

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

*Observer's Name* \_\_\_\_\_

*Observer's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



## **\*SAMPLE\* Educational Specialist Observation Form**

*Directions: This form is to be used for Educational Specialists such as Media Specialists and School Counselors. Observers should use the form to provide feedback to specialists about the observation.*

Employee's Name	Date Observed	Time
Observer's Name	The employee is: <input type="checkbox"/> Probationary A1/A2/A3 <input type="checkbox"/> Continuing Contract B1/B2/B3	

### **1. Knowledge of the Learning Community**

*The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.*

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

*Comments:*

### **2. Program Planning and Management**

*The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.*

- Understands and follows applicable local, state, and federal regulations, policies, guidelines, and procedures.
- Provides a safe and appropriate environment for service delivery.
- Organizes and maintains appropriate program records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources to address learner and/or program needs.
- Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

*Comments:*

### **3. Program Services**

*The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.*

- Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.
- Uses technology, materials, and other resources as appropriate to deliver services and programs.
- Presents information and services using varied strategies to meet learner needs and diversity.
- Provides services that will support mastery of state and national standards and guidelines.

*Comments:*

### **4. Assessment**

*The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.*

- Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- Provides accurate feedback to learners, families, and staff on assessment results.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.

*Comments:*

### **5. Communication and Collaboration**

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.*

- Uses effective written, verbal, and nonverbal communication skills.
- Initiates, maintains, and appropriately documents communication to support the needs of the learning community.
- Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.
- Works collaboratively with families, colleagues, supervisors, and community representatives to support learner success and well-being.
- Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.
- Responds promptly to learner, family, staff, and community concerns.

*Comments:*

## 6. Professionalism

*The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.*

- Follows federal and state guidelines and school board policies and procedures.
- Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- Performs assigned duties and follows a professional code of ethics.
- Respects and maintains confidentiality.
- Demonstrates knowledge and skills relevant to the profession.
- Evaluates and identifies strengths and areas for growth related to professional skills.
- Sets goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into professional practice.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.

*Comments:*

## 7. Learner/Program Progress

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.*

- Sets measurable, reasonable, and appropriate goals for learner/program progress.
  - Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
  - Monitors learner/program progress through the use of appropriate assessments.
  - Identifies and establishes additional means of support to increase learner/program progress.
  - Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.
- (Note: "Learner" is defined as students and adults who receive services from the educational specialist.)

*Comments:*

### Additional Comments:

*Employee's Name* \_\_\_\_\_

*Employee's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Observer's Name* \_\_\_\_\_

*Observer's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



Gloucester County Public Schools  
**Self-Reflection Form for Teachers**

*Directions: This form is to be used by all teachers.*

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

**Teacher Standard One: Professional Knowledge**

Mastery <i>In addition to meeting the standard...</i>	Professional <i>Professional is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<ul style="list-style-type: none"> <li>Effectively addresses appropriate curriculum standards.</li> <li>Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an accurate knowledge of the subject area(s) taught.</li> <li>Demonstrates skills relevant to the subject area(s) taught.</li> <li>Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>Communicates clearly and checks for understanding.</li> </ul>		

### Teacher Standard Two: Instructional Planning

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	<b>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</b>	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p> <ul style="list-style-type: none"> <li>• Uses student learning data to guide planning.</li> <li>• Plans time realistically for pacing, content mastery, and transitions.</li> <li>• Plans for differentiated instruction.</li> </ul> <ul style="list-style-type: none"> <li>• Aligns lesson objectives to the school's curriculum and student learning needs.</li> <li>• Develops appropriate long- and short-range plans and adapts plans when needed.</li> </ul>			

### Teacher Standard Three: Instructional Delivery

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p> <ul style="list-style-type: none"> <li>• Engages and maintains students in active learning.</li> <li>• Builds upon students' existing knowledge and skills.</li> <li>• Differentiates instruction to meet the students' needs.</li> <li>• Reinforces learning goals consistently throughout lessons.</li> </ul> <ul style="list-style-type: none"> <li>• Uses a variety of effective instructional strategies and resources.</li> <li>• Uses instructional technology to enhance student learning.</li> <li>• Communicates clearly and checks for understanding.</li> </ul>			

### Teacher Standard 4: Assessment of and for Student Learning

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	<b>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</b>	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<input type="checkbox"/> <i>Comments:</i> <ul style="list-style-type: none"> <li>• Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</li> <li>• Involves students in setting learning goals and monitoring their own progress.</li> <li>• Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</li> <li>• Aligns student assessment with established curriculum standards and benchmarks.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>• Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</li> <li>• Gives constructive and frequent feedback to students on their learning.</li> </ul>	<input type="checkbox"/>



## Teacher Performance Standard 5: Learning Environment

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	<b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/> <i>Comments:</i> <ul style="list-style-type: none"> <li>• Arranges the classroom to maximize learning while providing a safe environment.</li> <li>• Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</li> <li>• Maximizes instructional time and minimizes disruptions.</li> <li>• Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Promotes cultural sensitivity.</li> <li>• Respects students' diversity, including language, culture, race, gender, and special needs.</li> <li>• Actively listens and pays attention to students' needs and responses.</li> <li>• Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</li> </ul>	<input type="checkbox"/>

## Teacher Performance Standard 6: Professionalism

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	<b>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</b>	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/> <i>Comments:</i> <ul style="list-style-type: none"> <li>• Collaborates and communicates effectively within the school community to promote students' well-being and success.</li> <li>• Adheres to federal and state laws, school policies, and ethical guidelines.</li> <li>• Incorporates learning from professional growth opportunities into instructional practice.</li> <li>• Sets goals for improvement of knowledge and skills.</li> <li>• Engages in activities outside the classroom intended for school and student enhancement.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Works in a collegial and collaborative manner with administrators, other school personnel, and the community.</li> <li>• Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.</li> <li>• Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.</li> <li>• Demonstrates consistent mastery of standard oral and written English in all communication.</li> </ul>	<input type="checkbox"/>

## Teacher Performance Standard 7: Student Academic Progress

**Appropriate Data Received**

Strategies used and data provided demonstrate appropriate Student Growth  Yes  No

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	<b>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</b>	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</li> <li>• Documents the progress of each student throughout the year.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.</li> <li>• Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.</li> </ul>	<input type="checkbox"/>

### Employee Goal

Overall Evaluation of Goal	
<input type="checkbox"/> ACCEPTABLE PROGRESS	<input type="checkbox"/> UNACCEPTABLE PROGRESS
Comments:	

**Additional Comments:**

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

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

Gloucester County Public Schools  
**Self-Reflection Form for Educational Specialists**

*Directions: This form is to be used by educational specialists, such as Media Specialists and School Counselors.*

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

**Specialist Standard One: Knowledge of the Learning Community**

Mastery <i>In addition to meeting the standard...</i>	Professional <i>Professional is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs <i>in a highly effective manner.</i>	<b>The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.</b>	The educational specialist attempts to identify and address the target learning community, but efforts are <i>inconsistent</i> in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a <i>lack of awareness</i> of the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			
<ul style="list-style-type: none"> <li>Effectively addresses appropriate curriculum standards.</li> <li>Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.</li> <li>Demonstrates an accurate knowledge of the subject matter.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates skills relevant to the subject area(s) taught.</li> <li>Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>Communicates clearly and checks for understanding.</li> </ul>	

## Specialist Standard Two: Program Planning and Management

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures <i>in a highly effective manner.</i>	<b>The educational specialist effectively plans, coordinates and implements programs and services consistent with established guidelines, policies, and procedures.</b>	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Understands and follows applicable local, state, and federal regulations, policies, guidelines, and procedures.</li> <li>• Provides a safe and appropriate environment for service delivery.</li> <li>• Organizes and maintains appropriate program records.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Demonstrates effective scheduling and time management skills.</li> <li>• Identifies and manages available resources to address learner and/or program needs.</li> <li>• Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.</li> </ul>	<input type="checkbox"/>

## Specialist Standard Three: Program Services

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level of performance</i> in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	<b>The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.</b>	The educational specialist attempts to use subject/field/technology but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> implements or improperly implements subject/field/technology to meet the needs of the targeted learning community.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.</li> <li>• Uses technology, materials, and other resources as appropriate to deliver services and programs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Presents information and services using varied strategies to meet learner needs and diversity.</li> <li>• Provides services that will support mastery of state and national standards and guidelines.</li> </ul>	<input type="checkbox"/>

### Specialist Standard 4: Assessment

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level of performance</i> and/or takes a leadership role in gathering, analyzing, and using data to guide instructional and program planning, and provides timely feedback to learners, families, and staff.	<b>The educational specialists gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.</b>	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, and staff.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, families and staff.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.</li> <li>• Provides accurate feedback to learners, families, and staff on assessment results.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.</li> <li>• Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.</li> </ul>	<input type="checkbox"/>

### Specialist Performance Standard 5: Communication and Collaboration

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	<b>The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.</b>	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Uses effective written, verbal, and nonverbal communication skills.</li> <li>• Initiates, maintains, and appropriately documents communication to support the needs of the learning community.</li> <li>• Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Works collaboratively with families, colleagues, supervisors, and community representatives to support learner success and well-being.</li> <li>• Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.</li> <li>• Responds promptly to learner, family, staff, and community concerns.</li> </ul>	<input type="checkbox"/>

### Specialist Performance Standard 6: Professionalism

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>		
The educational specialist is a professional role model for others, engaging in a <i>high level</i> of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	<b>The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.</b>	The educational specialist <i>inconsistently</i> demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or <i>rarely</i> takes advantage of professional growth opportunities.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p><i>Comments:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Follows federal and state guidelines and school board policies and procedures.</li> <li>• Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).</li> <li>• Performs assigned duties and follows a professional code of ethics.</li> <li>• Respects and maintains confidentiality.</li> <li>• Demonstrates knowledge and skills relevant to the profession.</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Evaluates and identifies strengths and areas for growth related to professional skills.</li> <li>• Sets goals for improvement of skills and professional performance.</li> <li>• Participates in professional growth activities and incorporates learning into professional practice.</li> <li>• Mentors, trains, and/or supports colleagues in professional growth opportunities.</li> </ul> </td> </tr> </table>				<ul style="list-style-type: none"> <li>• Follows federal and state guidelines and school board policies and procedures.</li> <li>• Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).</li> <li>• Performs assigned duties and follows a professional code of ethics.</li> <li>• Respects and maintains confidentiality.</li> <li>• Demonstrates knowledge and skills relevant to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates and identifies strengths and areas for growth related to professional skills.</li> <li>• Sets goals for improvement of skills and professional performance.</li> <li>• Participates in professional growth activities and incorporates learning into professional practice.</li> <li>• Mentors, trains, and/or supports colleagues in professional growth opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• Follows federal and state guidelines and school board policies and procedures.</li> <li>• Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).</li> <li>• Performs assigned duties and follows a professional code of ethics.</li> <li>• Respects and maintains confidentiality.</li> <li>• Demonstrates knowledge and skills relevant to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates and identifies strengths and areas for growth related to professional skills.</li> <li>• Sets goals for improvement of skills and professional performance.</li> <li>• Participates in professional growth activities and incorporates learning into professional practice.</li> <li>• Mentors, trains, and/or supports colleagues in professional growth opportunities.</li> </ul>				

## Specialist Performance Standard 7: Learner/Program Progress

**Appropriate Data Received**

Strategies used and data provided demonstrate appropriate Student Growth  Yes  No

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The work of the educational specialist results in a <i>high level</i> of learner progress with all populations and/or program progress.	<b>The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</b>	The instructional efforts of the educational specialist result in <i>inconsistent</i> learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist <i>rarely</i> results in acceptable learner progress and/or program progress.
<input type="checkbox"/> Comments: <ul style="list-style-type: none"> <li>• Sets measurable, reasonable, and appropriate goals for learner/program progress.</li> <li>• Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.</li> <li>• Monitors learner/program progress through the use of appropriate assessments.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Identifies and establishes additional means of support to increase learner/program progress.</li> <li>• Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.</li> </ul> (Note: "Learner" is defined as students and adults who receive services from the educational specialist.)	<input type="checkbox"/>

### Employee Goal

Overall Evaluation of Goal	
<input type="checkbox"/> ACCEPTABLE PROGRESS	<input type="checkbox"/> UNACCEPTABLE PROGRESS
Comments:	

### Additional Comments:

Employee's Name \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_





Gloucester County Public Schools  
**Pre-Observation Conference Record**

---

Employee: \_\_\_\_\_  
Grade/Subject/Assignment: \_\_\_\_\_  
Conference Date: \_\_\_\_\_

School: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Supervising administrator: \_\_\_\_\_

Inquiries	Notes
1. Describe the lesson/area that will be observed. <ul style="list-style-type: none"><li>• What have/will you have done instructionally with students in the days prior to the observation?</li></ul>	
2. Describe the population of the class or professional activity that will be observed.	
3. What will be observed?	
4. What instructional methods or professional strategies will be used?	
5. What would you like to be highlighted in this observation?	
6. What do you believe to be any areas of concern?	



Gloucester County Public Schools

**Professional Notebook Cover Sheet for Teachers**

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

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

Teacher Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lessons/unit plans or intervention plans</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	<b>Required:</b> <u>Evidence of using data about student learning to guide planning and instruction</u>	Can include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom and/or standardized 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	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample student products</li> <li>• Video/audio samples of instructional units</li> <li>• Lesson plans with detailed instructional steps and/or evidence of high-yield strategies</li> <li>• Lesson plans demonstrating a variety of instructional strategies implemented over time</li> </ul>	
4. Assessment of and for Student Learning	<b>Required:</b> <u>Evidence of the use of baseline and periodic assessments</u>	Can include: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <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>	

Teacher Standards	Required Item	Examples of Evidence	Evidence Included
5. Learning Environment	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Student survey (if applicable)</li> <li>• Classroom management plan</li> <li>• Self-reflection video</li> <li>• Examples of positive parent communication (i.e., communication log, parent letters/emails, etc.)</li> <li>• Evidence of instructional activities that encourage social interaction, active engagement in learning, and self-motivation for all students</li> <li>• Evidence of teacher expectations for, or modeling of, safe use of equipment and materials</li> </ul>	
6. Professionalism	<b>Required:</b> <u>Evidence of commitment to professional growth and involvement in the school community</u>	Can include: <ul style="list-style-type: none"> <li>• Record of participation in school activities and events</li> <li>• Evidence of accessibility to students, parents, and colleagues</li> <li>• Record of professional development taken or implemented</li> <li>• Examples of collaborative work with peers</li> <li>• Record of meeting other school obligations (i.e., student/teacher conference, department or grade level meetings, faculty meetings, child study meetings, schoolwide professional development, etc.)</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 Academic Progress	<b>Required:</b> <u>Student Academic Progress (or Program) Goal and Outcomes as indicated on Goal-setting Form</u>	Student Academic Progress Goal Setting Form and appropriate data	



Gloucester County Public Schools

**Professional Notebook Cover Sheet for Educational Specialists**

Employee: \_\_\_\_\_

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

Standards	Required Item	Examples of Evidence	Evidence Included
1. Knowledge of the Learning Community	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of program-related activities</li> <li>• Program/lesson plans or intervention plans</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by employee</li> </ul>	
2. Program Planning and Management	<b>Required:</b> <u>Evidence of using data about student learning to guide planning and program services</u>	Can include: <ul style="list-style-type: none"> <li>• Differentiation in program planning and practice</li> <li>• Analysis of program assessment data</li> <li>• Program improvement</li> </ul>	
3. Program Services	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Annotated photographs of activities, events</li> <li>• Sample student products, results from interventions, etc.</li> <li>• Program plans demonstrating a variety of strategies and services implemented over time</li> </ul>	
4. Assessment	<b>Required:</b> <u>Evidence of the use of baseline and periodic assessments</u>	Can include: <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments</li> <li>• Samples of both formative and summative assessments</li> <li>• Graphs or tables of assessment results, program outcomes</li> <li>• Brief report describing your record keeping system and how it is used to monitor program progress</li> <li>• Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>• Copy of students' journals of self-reflection and self-monitoring related to program services</li> </ul>	

Standards	Required Item	Examples of Evidence	Evidence Included
5. Communication and Collaboration	<b>Optional:</b> Evidence required at the discretion of the supervising Administrator	Can include: <ul style="list-style-type: none"> <li>• Student survey (if applicable)</li> <li>• Self-reflection video</li> <li>• Examples of positive parent communication (i.e., communication log, parent letters/emails, etc.)</li> <li>• Evidence of activities that encourage social interaction, active engagement in learning, and self-motivation for all students</li> <li>• Evidence of collaborative planning and implementation to improve program services</li> </ul>	
6. Professionalism	<b>Required:</b> <u>Evidence of commitment to professional growth and involvement in the school community</u>	Can include: <ul style="list-style-type: none"> <li>• Record of participation in school activities and events</li> <li>• Evidence of accessibility to students, parents, and colleagues</li> <li>• Record of professional development taken or implemented</li> <li>• Examples of collaborative work with peers</li> <li>• Record of meeting other school obligations (i.e., student/teacher conference, department or grade level meetings, faculty meetings, child study meetings, schoolwide professional development, etc.)</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> <p>Example: Copy of program newsletter or other parent information documents</p>	
7. Learner/Program Progress	<b>Required:</b> <u>Learner/Program Progress Goal and Outcomes as indicated on the Goal-setting Form</u>	Learner/Program Progress Goal Setting Form and appropriate data	



# Summative Performance Report for Teachers

Employee: \_\_\_\_\_ School: \_\_\_\_\_

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

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

Documentation Reviewed:  Professional Notebook  Goal-setting Forms  Observation Form(s)  
 Other \_\_\_\_\_

**Directions:** Supervising administrators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the Office of Human Resources.

## Performance Standard 1: Professional Knowledge

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

## Performance Standard 2: Instructional Planning

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	<b>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</b>	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

## Performance Standard 3: Instructional Delivery

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 4: Assessment of and for Student Learning**

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

**Performance Standard 5: Learning Environment**

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
<p>In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.</p>	<p><b>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b></p>	<p>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</p>	<p>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p>Comments:</p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>



**Performance Standard 6: Professionalism**

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

**Performance Standard 7: Student Academic Progress**

*Appropriate Data Received*

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

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	<b>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</b>	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**Employee Goal**

Overall Evaluation Summary Criteria	
<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> UNACCEPTABLE
Comments:	

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**

**Summative Recommendation**

<input type="checkbox"/> <b>Recommended for continued employment</b> <ul style="list-style-type: none"><li>The rating for both Standard 4 (Assessment of and for Student Learning) and Standard 7 (Student Academic Progress) is Mastery or Professional.</li></ul>
<input type="checkbox"/> <b>Recommended for placement on a <i>Performance Improvement Plan</i></b> <ul style="list-style-type: none"><li>One or more standards are Unacceptable, or</li><li>Two or more standards are Developing/Needs Improvement, or</li><li>Either Standard 4 (Assessment of and for Student Learning) or Standard 7 (Student Academic Progress) is Developing/Needs Improvement.</li></ul>
<input type="checkbox"/> <b>Recommended for Dismissal/Non-renewal</b> <ul style="list-style-type: none"><li>The teacher has failed to make progress on a <i>Performance Improvement Plan</i>, or</li><li>The teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.</li></ul>

**Summative Rating**

<input type="checkbox"/> Mastery	<input type="checkbox"/> Professional	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
----------------------------------	---------------------------------------	---	---------------------------------------

\_\_\_\_\_  
*Employee's Signature/Date* \*\*

\_\_\_\_\_  
*Administrator's Signature/Date*

\*\* Employee's signature indicates that he or she has seen and discussed the summative report; it does not necessarily denote agreement with the summative report. Employee may submit written response.



# Summative Performance Report for Educational Specialists

Employee: \_\_\_\_\_ School: \_\_\_\_\_

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

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

Documentation Reviewed:  Professional Notebook  Goal-setting Forms  Observation Form(s)  
 Other \_\_\_\_\_

**Directions:** Supervising administrators use this form at the end of the school year to provide probationary employees and continuing contract employees in their summative year with an assessment of performance. The employee should receive a copy of the form. The signed form is submitted to the Office of Human Resources.

## Performance Standard 1: Knowledge of the Learning Community

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs <i>in a highly effective manner.</i>	<b>The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.</b>	The educational specialist attempts to identify and address the target learning community, but efforts are <i>inconsistent</i> in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a <i>lack of awareness</i> of the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Performance Standard 2: Program Planning and Management

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures <i>in a highly effective manner.</i>	<b>The educational specialist effectively plans, coordinates and implements programs and services consistent with established guidelines, policies, and procedures.</b>	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 3: Program Services

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level of performance</i> in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	<b>The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.</b>	The educational specialist attempts to use subject/field/ technology but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> implements or improperly implements subject/field/ technology to meet the needs of the targeted learning community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

### Performance Standard 4: Assessment

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level of</i> performance and/or takes a leadership role in gathering, analyzing, and using data to guide instructional and program planning, and provides timely feedback to learners, families, and staff.	<b>The educational specialists gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.</b>	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, and staff.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, families and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

### Performance Standard 5: Communication and Collaboration

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	<b>The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.</b>	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Performance Standard 6: Professionalism**

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist is a professional role model for others, engaging in a <i>high level</i> of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	<b>The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.</b>	The educational specialist <i>inconsistently</i> demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school’s mission, is reluctant to support others, and/or <i>rarely</i> takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**Performance Standard 7: Learner/Program Progress**

**Appropriate Data Received**

Strategies used and data provided demonstrate appropriate progress  Yes  No

<b>Mastery</b> <i>In addition to meeting the standard...</i>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The work of the educational specialist results in a <i>high level</i> of learner progress with all populations and/or program progress.	<b>The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</b>	The instructional efforts of the educational specialist result in <i>inconsistent</i> learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist <i>rarely</i> results in acceptable learner progress and/or program progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

**Employee Goal**

Overall Evaluation Summary Criteria	
<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> UNACCEPTABLE
Comments:	

**Commendations:**

**Areas Noted for Improvement:**

**Employee Improvement Goals:**

**Summative Recommendation**

<input type="checkbox"/> <b>Recommended for continued employment</b> <ul style="list-style-type: none"><li>The rating for both Standard 4 (Assessment) and Standard 7 (Learner/Program Progress) is Mastery or Professional.</li></ul>
<input type="checkbox"/> <b>Recommended for placement on a <i>Performance Improvement Plan</i></b> <ul style="list-style-type: none"><li>One or more standards are Unacceptable, or</li><li>Two or more standards are Developing/Needs Improvement, or</li><li>Either Standard 4 (Assessment) or Standard 7 (Learner/Program Progress) is Developing/Needs Improvement.</li></ul>
<input type="checkbox"/> <b>Recommended for Dismissal/Non-renewal</b> <ul style="list-style-type: none"><li>The employee has failed to make progress on a <i>Performance Improvement Plan</i>, or</li><li>The employee consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.</li></ul>

**Summative Rating**

<input type="checkbox"/> Mastery	<input type="checkbox"/> Professional	<input type="checkbox"/> Developing/Needs Improvement	<input type="checkbox"/> Unacceptable
----------------------------------	---------------------------------------	---	---------------------------------------

\_\_\_\_\_  
*Employee's Signature/Date* \*\*

\_\_\_\_\_  
*Administrator's Signature/Date*

\*\* Employee's signature indicates that he or she has seen and discussed the summative report; it does not necessarily denote agreement with the summative report. Employee may submit written response.



## Performance Improvement Plan

**Employee:** \_\_\_\_\_ **School:** \_\_\_\_\_

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

The signed, original form is submitted to the Office of Human Resources.

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

_____ Supervising administrator's Signature/Date Initiated	The employee's signature denotes receipt of the form, and acknowledgment that the supervising administrator has notified the employee of unacceptable performance.  _____ Employee's Signature/Date Initiated
---	--

### Results of Performance Improvement Plan<sup>1</sup>:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

### Final recommendation based on outcome of Improvement Plan:

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

\_\_\_\_\_  
 Supervising administrator's Signature/Date Reviewed

\_\_\_\_\_  
 Employee's Signature/Date Reviewed  
 Signature denotes the review occurred, not necessarily agreement with the final recommendation.

<sup>1</sup> These sections are to be completed collaboratively by the supervising administrator and the employee. Pages may be added, if needed.  
<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the employee.  
 \_\_\_ **Additional Pages Attached**



## Appendix

## Glossary

**Continuing-contract employee:** An employee who has successfully completed a probationary term of service as prescribed by the Virginia Board of Education, and who has been placed on a continuing contract. (Cycle/Type B)

**Cumulative assessment:** An assessment tool with a testing blueprint/framework that addresses all major content knowledge and skills in a course. May be used as a pre-instruction or post-instruction assessment, but is more comprehensive than a unit assessment or quarterly benchmark assessment. Any assessment used for goal setting should measure the accumulation of knowledge and skills in order to measure growth or change in student learning.

**Developing/Needs Improvement:** An evaluation rating indicating an employee's work performance does not meet professional performance standards as defined in the Professional Standard rubrics but is working towards, or making progress towards, improvement.

**Educational Specialist:** A certified personnel, such as a Media Specialist or School Counselor, who works directly with students and plans and manages a program of services.

**Employee:** Any certified personnel with a primary instructional role or serving as an Educational Specialist such as a Media Specialist or School Counselor.

**Evaluation:** To make judgments about an employee's performance in his/her professional assignment based on a variety of inputs.

**Goals:** A statement of purpose that has measurable outcomes and evidence documenting employee achievement.

**Mastery:** An evaluation rating indicating work performance exceeds the professional performance standards defined in the Professional Standard rubrics.

### **Observation:**

- **Scheduled Observation:** A documented, scheduled observation of a lesson, instructional activity, or professional responsibility initiated by an administrator or the employee. The observation may be preceded with a pre-observation conference; a post-observation conference with the observer is required. \*
- **Unscheduled Observation:** An unscheduled observation of an instructional situation or other professional responsibility. Feedback will be provided. \*

\* Walkthroughs may be used to supplement observation data.

**Performance Indicators:** Examples of work conducted in the performance of a standard to aid employee and administrator interpretation of a professional standard.

**Performance Improvement Plan:** A plan jointly developed by an administrator and an employee that documents areas of performance that need improvement. This plan will be created at the discretion of the administrator if an employee receives a rating of Needs Improvement on one or more observations, mid-year conference, or summative evaluation conference.

**Pre/Post-assessment:** A strategy where student learning is assessed prior to teaching and then again on the same knowledge and skills at the end of a period of instruction.

**Probationary Employee:** An employee who has not successfully met the requirements for continuing contract status as prescribed by the Virginia Board of Education. (Cycle/Type A)

**Professional:** An evaluation rating indicating the employee has met the professional performance expectations defined in the Professional Standard rubrics.

**Professional Standards:** Performance standards define the criteria expected when employees perform their major duties.

**Student Engagement:** Observable indicators of student learning behavior that signify students are actively participating in the learning process.

**Student Growth Percentile (SGP):** A percentile score that expresses how much progress a student has made relative to the progress of students whose achievement was similar on previous assessments.

**Supervising Administrator:** Building administrators (Principals, Assistant Principals), Supervisors or Directors in School Board Office, Assistant Superintendents, and Superintendent.

**Teacher:** A certified employee with an instructional license that works directly with students.

**TYPE A:** Evaluation cycle for probationary employees who have not completed the number of years required by the Virginia Board of Education to be eligible for continuing contract status.

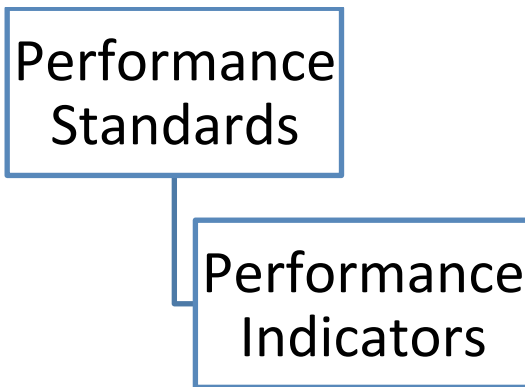
**TYPE B:** Evaluation cycle for employees who have achieved continuing contract status as prescribed by the Virginia Board of Education.

**Unacceptable:** An evaluation rating indicating an employee's work performance does not meet professional performance standards as defined in the Professional Standard rubrics and/or performs in a manner that is inconsistent with the school's mission and goals.

## Performance Standards and Indicators

Clearly defined professional responsibilities constitute the foundation of an effective evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both employees and supervising administrators (i.e., principal, supervisor) reasonably understand the job expectations. The term *supervising administrator* will be used for school-based principals and assistant principals acting as evaluators for the evaluation process.

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



## Performance Standards: Teachers

Teachers are evaluated on the Teacher 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.

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

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

### **Sample Performance Indicators**

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

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

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

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

## Standard 1: Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>iii</sup>
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>iv</sup>
- Identifies instructional objectives and activities<sup>v</sup> to promote students' cognitive and developmental growth.<sup>vi</sup>

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

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

### **Sample Performance Indicators**

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

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

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	<b>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</b>	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

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

## Standard 2: 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>vii</sup>
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>viii</sup>

### Teacher Performance Standard 3: Instructional Delivery

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

#### Sample Performance Indicators

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

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

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

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

#### Standard 3: Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Stays involved with the lesson at all stages.<sup>ix</sup>
- Uses a variety of instructional strategies.<sup>x</sup>
- Uses research-based strategies to make instruction student-centered.<sup>xi</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>xii</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>xiii</sup>
- Possesses strong communication skills,<sup>xiv</sup> offering clear explanations and directions.<sup>xv</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>xvi</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>xvii</sup>

#### **Teacher Performance Standard 4: Assessment of and for Student Learning**

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

#### **Sample Performance Indicators**

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

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

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

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



#### Standard 4: Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Offers regular, timely, and specific feedback<sup>xviii</sup> and reinforcement.<sup>xix</sup>
- Gives homework and offers feedback on the homework.<sup>xx</sup>
- Uses open-ended performance assignments.<sup>xxi</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>xxii</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>xxiii</sup>

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

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

#### **Sample Performance Indicators**

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

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

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

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

### Standard 5: Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

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

### Teacher Performance Standard 6: Professionalism

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

#### Sample Performance Indicators

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

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

**Standard 6, cont'd**

- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

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

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

**Standard 6: Contemporary Effective Teacher Research**

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.<sup>xxix</sup>
- Uses multiple forms of communication between school and home.<sup>xxx</sup>
- Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>xxxi</sup>
- Is culturally competent.<sup>xxxii</sup>
- Seeks to know about the cultures and communities from which students come.<sup>xxxiii</sup>

**Teacher Performance Standard 7: Student Academic Progress**

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

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

### Sample Performance Indicators

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

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

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

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

### Standard 7: Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

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

## Performance Standards: Educational Specialists (e.g., Media Specialists, School Counselors, etc.)

Educational Specialists, such as Media Specialists and School Counselors, are evaluated on the Specialist 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.

### **Specialist Performance Standard 1: Knowledge of the Learning Community**

*The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.*

### **Sample Performance Indicators**

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

- 1.1 Demonstrates an understanding of developmental stages of learners.
- 1.2 Collaborates with and uses district, school, family, and community resources to help meet learner and/or program needs.
- 1.3 Uses cultural competency skills to identify and accommodate various learning styles and other differences.
- 1.4 Demonstrates an understanding of cultural, ethnic, and linguistic backgrounds to assist in the delivery of appropriate educational opportunities.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist addresses the needs of the target learning community, demonstrating respect for individual differences of cultures, backgrounds, and learning needs <i>in a highly effective manner.</i>	<b>The educational specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.</b>	The educational specialist attempts to identify and address the target learning community, but efforts are <i>inconsistent</i> in demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning needs.	The educational specialist consistently demonstrates a <i>lack of awareness</i> of the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

## Specialist Performance Standard 2: Program Planning and Management

*The educational specialist effectively plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.*

### Sample Performance Indicators

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

- 2.1 Understands and follows applicable local, state, and federal regulations, policies, guidelines, and procedures.
- 2.2 Provides a safe and appropriate environment for service delivery.
- 2.3 Organizes and maintains appropriate program records.
- 2.4 Demonstrates effective scheduling and time management skills.
- 2.5 Identifies and manages available resources to address learner and/or program needs.
- 2.6 Adheres to proper procedures for using, maintaining, updating, and securing assessment instruments.

### Additional Position-Specific Indicators:

Media Specialist:

- Follows procedures for selecting, acquiring, and cataloging materials and resources.
- Administers the library and media budget in order to purchase new materials.

School Counselor:

- Maintains an organized, effective, and efficient counseling program.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures <i>in a highly effective manner.</i>	<b>The educational specialist effectively plans, coordinates and implements programs and services consistent with established guidelines, policies, and procedures.</b>	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and implements programs and services consistent with established guidelines, policies, and procedures.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

### Specialist Performance Standard 3: Program Services

*The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.*

#### Sample Performance Indicators

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

- 3.1 Selects, develops, organizes, implements, and supports curriculum for specific learner and program needs.
- 3.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.
- 3.3 Presents information and services using varied strategies to meet learner needs and diversity.
- 3.4 Provides services that will support mastery of state and national standards and guidelines.

#### Additional Position-Specific Indicators:

School Counselor:

- Serves as advocate for and promotes learner emotional well-being and mental health.
- Assists learners, teachers, families, and other service providers to facilitate behavior change.

Media Specialists:

- Implements policies related to curriculum, scheduling, and preservation of materials.
- Elaborates and supports the classroom curriculum with extension activities.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level of performance</i> in applying subject/field/technology to the learning community and/or provides a key leadership role to others in enhancing professional skills.	<b>The educational specialist uses knowledge of subject/field/technology to implement services and to provide support for the targeted learning community consistent with established standards and guidelines.</b>	The educational specialist attempts to use subject/field/technology but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> implements or improperly implements subject/field/technology to meet the needs of the targeted learning community.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

### Specialist Performance Standard 4: Assessment

*The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.*

#### Sample Performance Indicators

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

- 4.1 Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- 4.2 Provides accurate feedback to learners, families, and staff on assessment results.
- 4.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- 4.4 Uses state and local assessment data to modify strategies, interventions, services, and program effectiveness.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist <i>consistently demonstrates a high level</i> of performance and/or takes a leadership role in gathering, analyzing, and using data to guide instructional and program planning, and provides timely feedback to learners, families, and staff.	<b>The educational specialist gathers, analyzes, and uses data to determine learner needs, to measure learner or program progress, to guide instruction, and to provide timely feedback to learners, families, and staff.</b>	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, and staff.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, and provides timely and relevant feedback to learners, families and staff.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*



## Specialist Performance Standard 5: Communication and Collaboration

*The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.*

### Sample Performance Indicators

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

- 5.1 Uses effective written, verbal, and nonverbal communication skills.
- 5.2 Initiates, maintains, and appropriately documents communication to support the needs of the learning community.
- 5.3 Supports, promotes, and communicates the mission, vision, and goals of the school and the school division.
- 5.4 Works collaboratively with families, colleagues, supervisors, and community representatives to support learner success and well-being.
- 5.5 Collaborates with instructional staff to design, implement, and/or support services for specific learner or program needs.
- 5.6 Responds promptly to learner, family, staff, and community concerns.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	<b>The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to support learner learning and well-being.</b>	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

## Specialist Performance Standard 6: Professionalism

*The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.*

### Sample Performance Indicators

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

- 6.1 Follows federal and state guidelines and school board policies and procedures.
- 6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 6.3 Performs assigned duties and follows a professional code of ethics.
- 6.4 Respects and maintains confidentiality.
- 6.5 Demonstrates knowledge and skills relevant to the profession.
- 6.6 Evaluates and identifies strengths and areas for growth related to professional skills.
- 6.7 Sets goals for improvement of skills and professional performance.
- 6.8 Participates in professional growth activities and incorporates learning into professional practice.
- 6.9 Mentors, trains, and/or supports colleagues in professional growth opportunities.

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The educational specialist is a professional role model for others, engaging in <i>a high level</i> of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	<b>The educational specialist maintains a commitment to professional ethics, demonstrates professional expertise, and participates in professional growth.</b>	The educational specialist <i>inconsistently</i> demonstrates commitment to professional ethics, professional expertise, and participation in professional growth opportunities.	The educational specialist shows a disregard toward professional ethics and/or the school's mission, is reluctant to support others, and/or <i>rarely</i> takes advantage of professional growth opportunities.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

### **Specialist Performance Standard 7: Learner/Program Progress**

*The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.*

#### **Sample Performance Indicators**

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

- 7.1 Sets measurable, reasonable, and appropriate goals for learner/program progress.
- 7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.
- 7.3 Monitors learner/program progress through the use of appropriate assessments.
- 7.4 Identifies and establishes additional means of support to increase learner/program progress.
- 7.5 Provides evidence that learner/programs are meeting measurable, reasonable, and appropriate outcomes.

(Note: "Learner" is defined as students and adults who receive services from the educational specialist.)

<b>Mastery*</b>	<b>Professional</b> <i>Professional is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The work of the educational specialist results in a <i>high level</i> of learner progress with all populations and/or program progress.	<b>The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, division goals, and/or school goals.</b>	The instructional efforts of the educational specialist result in <i>inconsistent</i> learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist <i>rarely</i> results in acceptable learner progress and/or program progress.

*\*Educational specialists who are mastery often serve as role models and/or educational specialist leaders.*

## References

- Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4-17.
- Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81(590), 1-5.
- Cawelti, G. (1999). *Handbook of research on improving student achievement* (2<sup>nd</sup> ed.). Arlington, VA: Educational Research Service.
- Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5(4), 349-366.
- Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD.
- Covino, E. A., & Iwanicki, E. (1996). Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325-363.
- Cruickshank, D. R., & Haeefe, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.
- Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5(8), 12-17.
- Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association.
- Educational Review Office. (1998). *The capable teacher*. Retrieved from <http://www.ero.govt.nz/Publications/eers1998/98no2hl.html>
- Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.
- Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal*, 80(5), 219-231.
- Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7<sup>th</sup> ed.). New York: Addison-Wesley.
- Gronlund, N. E. (2002). *Assessment of student achievement* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.
- Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.
- McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70(1), 3-24.
- McEwan, E. K. (2002). *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.
- National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle*, 6(5), 15-17.

- Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education, 2*(2), 714, 808-827.
- Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education, 5*(3), 269-284.
- Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges*. Fort Worth, TX: Harcourt Brace College.
- Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.
- Stronge, J. H. (2007). *Qualities of effective teachers* (2<sup>nd</sup> ed). Alexandria, VA: ASCD.
- Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.
- Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.
- Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice*. New York: Teachers College Press.
- Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching, 17*, 469-475.
- Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership, 51*(4), 74-79.
- Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice, 42*(4), 269-276.
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*, 57-67.

## Endnotes

---

<sup>i</sup> Tucker, P. D. & Stronge, J. H. (2005).

<sup>ii</sup> Stronge, J. H. & Grant, L. H. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.

<sup>iii</sup> McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

<sup>iv</sup> Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

<sup>v</sup> Marzano et al., 1993.

<sup>vi</sup> Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education, 2*(2), 714, 808-827.

<sup>vii</sup> McEwan, E. K. (2002).

- 
- viii Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81(590), 1-5.
- ix Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd (2002).
- x Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5(8), 12-17; Educational Review Office. (1998). *The capable teacher*. Retrieved from <http://www.ero.govt.nz/Publications/eers1998/98no2h1.html>
- xi Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- xii Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.
- xiii Covino & Iwanicki, 1996.
- xiv 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;
- xv Covino & Iwanicki, 1996; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal*, 80(5), 219-231.
- xvi Shellard, E., & Protheroe, N. (2000).
- xvii Cawelti, G. (1999). *Handbook of research on improving student achievement* (2<sup>nd</sup> ed.). Arlington, VA: Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD; Covino & Iwanicki, 1996; Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7<sup>th</sup> ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475; Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51(4), 74-79.
- xviii Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.
- xix Cotton, K. (2000).
- xx Stronge, J. H. (2007). *Qualities of effective teachers* (2<sup>nd</sup> Ed). Alexandria, VA: ASCD.
- xxi Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.
- xxii Gronlund, N. E. (2002). *Assessment of student achievement* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
- xxiii Stronge, J. H. (2007).
- xxiv Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269-284.
- xxv Covino, E. A., & Iwanicki, E. (1996).
- xxvi McAllister, G., & Irvine, J. J. (2000).
- xxvii Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.
- xxviii Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.

- 
- <sup>xxxix</sup> Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges*. Fort Worth, TX: Harcourt Brace College.
- <sup>xxx</sup> Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice*. New York: Teachers College Press.
- <sup>xxxix</sup> McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70(1), 3-24.
- <sup>xxxii</sup> Cruickshank, D. R., & Haefele, D. (2001).
- <sup>xxxiii</sup> Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003).
- <sup>xxxiv</sup> Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5 (4), 349-366.
- <sup>xxxv</sup> Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.
- <sup>xxxvi</sup> Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4-17.