Alexandria City Public Schools

Teacher Growth & Assessment System

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Alexandria City Public Schools (ACPS) Teacher Growth and Assessment System uses the Goals and Roles Performance Evaluation Model developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

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

This is a living document that will be reevaluated during the initial years of implementation to strengthen and improve the system.

Purposes

The primary purposes of the ACPS Teacher Growth and Assessment System are to:

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

The distinguishing characteristics of the ACPS Teacher Growth and Assessment System are:

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

• a support system for providing assistance when needed

Alexandria City Public Schools Vision
Set the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities.

Alexandria City Public Schools Mission
Provide the environment, resources, and commitment to ensure that each and every student succeeds – academically, emotionally, physically, and socially.

Alexandria City Public Schools Strategic Goals

Equity and Excellence: Every student prepared for college, work and life.

Each student, with support for their unique circumstances, will graduate from high school with the knowledge and skills necessary for higher education, multiple career paths and active citizenship.

1. Ensure all students demonstrate significant academic growth, and dramatically improve achievement outcomes for students below grade level.
2. Provide a rigorous, relevant, and internationally benchmarked education to enable all students to succeed as citizens in the global community.
3. Create an exceptional learning environment.
4. Implement a focused, transparent governance model that incorporates effective communication and evidence-based decision making.
5. Provide clean, safe and conducive learning environments that utilize best practices for energy efficiency and environmental sustainability.
Overview

The ACPS Teacher Growth and Assessment System incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations meeting seven performance standards:

- Performance Standard 1: Professional Knowledge
- Performance Standard 2: Instructional Planning
- Performance Standard 3: Instructional Delivery
- Performance Standard 4: Assessment of and for Student Learning
- Performance Standard 5: Learning Environment
- Performance Standard 6: Professionalism
- Performance Standard 7: Student Academic Progress

Through this system, teachers and their evaluators share responsibility for presenting evidence of quality work.

The Alexandria Learning and Teaching Model is the foundation for the growth and assessment system. This curriculum framework supports challenging and engaging learning experiences for students through three areas: curriculum, instruction and relationships.

A key process of the Growth and Assessment System is the teacher’s professional learning plan (PLP) targeting student growth and the professional development needed to support this growth. Growth goals cascade from – and support – division-wide goals, school education plans and school initiatives developed via the Learning and Teaching Model. In addition, teachers maintain records and evidence toward meeting goals and the seven standards in a documentation log. These multiple measures will collectively support a summative evaluation.

All teachers follow a three-year growth and assessment cycle
- Probationary teachers receive summative evaluations during each of their first three years.
- Continuing contract teachers new to ACPS who are from another Virginia school division are considered probationary for one year and will receive a summative evaluation following their first year. Teachers who receive a successful summative will begin a three-year continuing contract cycle the following year.
- Continuing contract teachers receive a summative evaluation in year 3 of the three-year continuing contract cycle.

All teachers maintain a document log each year that includes one piece of evidence per standard and a:
- PLP with, at a minimum, one student growth goal targeting the teaching and learning model
- Summary of student survey outcomes
- Self-reflection on growth
In a summative evaluation, teachers receive a rating of exemplary, proficient, needs improvement or unacceptable for each of the seven performance standards based on rubrics (see Part II).

Each standard is weighted in percentages as follows: 1) professional knowledge – 12%; 2) instructional planning – 12%; 3) instructional delivery – 12%; 4) assessment of and for student learning – 12%; 5) learning environment – 12%; 6) professionalism – 20%; 7) student academic progress – 20%.

The illustration that follows demonstrates the relationship between the standards and the Learning and Teaching Model.
**Evaluation Cycles**

The *ACPS Teacher Growth and Assessment System* operates on a three-year cycle. Teachers employed on a full-time basis must serve a three-year probationary period before acquiring continuing contract status. Teachers new to ACPS who achieved continuing contract status in another Virginia school division will be on probationary status for one year. Following a successful summative evaluation, these teachers will begin the next year on the three-year evaluation cycle that all continuing contract teachers observe. Teachers on continuing contract status receive a summative evaluation every three years.

Figure 1 outlines the teacher evaluation cycle.

**Figure 1. Evaluation Cycles**

<table>
<thead>
<tr>
<th>Current ACPS Service Year</th>
<th>Teachers on Three-Year Probation Cycle</th>
<th>Continuing Contract Teachers from Another Virginia School Division Who Are New to ACPS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Probationary cycle (Summative Evaluation)</td>
<td></td>
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<tr>
<td>2</td>
<td>Probationary cycle (Summative Evaluation)</td>
<td></td>
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<tr>
<td>3</td>
<td>Probationary cycle (Summative Evaluation)</td>
<td>Probationary Year (Summative Evaluation)</td>
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<tr>
<td>4</td>
<td>Year 1 of three-year cycle</td>
<td></td>
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<tr>
<td>5</td>
<td>Year 2 of three-year cycle</td>
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</tr>
<tr>
<td>6</td>
<td>Year 3 of three-year cycle (Summative Evaluation)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Year 1 of three-year cycle</td>
<td></td>
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<tr>
<td>8</td>
<td>Year 2 of three-year cycle</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Year 3 of three-year cycle (Summative Evaluation)</td>
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</tr>
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<td>10</td>
<td>Year 1 of three-year cycle</td>
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<tr>
<td>11</td>
<td>Year 2 of three-year cycle</td>
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<tr>
<td>12</td>
<td>Year 3 of three-year cycle (Summative Evaluation)</td>
<td></td>
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<tr>
<td>13</td>
<td>Year 1 of three-year cycle</td>
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<td>14</td>
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<td>Year 3 of three-year cycle (Summative Evaluation)</td>
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<td>Year 3 of three-year cycle (Summative Evaluation)</td>
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<td>Year 1 of three-year cycle</td>
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<td>20</td>
<td>Year 2 of three-year cycle</td>
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<td>21</td>
<td>Year 3 of three-year cycle (Summative Evaluation)</td>
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<td>22</td>
<td>Year 1 of three-year cycle</td>
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<td>23</td>
<td>Year 2 of three-year cycle</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Year 3 of three-year cycle (Summative Evaluation)</td>
<td></td>
</tr>
</tbody>
</table>
IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the ACPS Teacher Growth and Assessment System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principals, supervisors) reasonably understand their role expectations.

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

Performance Standards

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

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

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.

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

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

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

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively and takes responsibility for and participates in professional growth that results in enhanced student learning.
Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable and appropriate student academic progress.

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

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Instructional Delivery standard are listed in Figure 2.

The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. Ratings are made at the performance standard level.

Figure 2. Sample of Performance Standard and Performance Indicators

<table>
<thead>
<tr>
<th>Performance Standard 3: Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</td>
</tr>
<tr>
<td>3.1 Engages and maintains students in active learning by using clarity strategies, such as activators and summarizers</td>
</tr>
<tr>
<td>3.2 Uses clarity activator strategies to build upon students’ existing knowledge and skills</td>
</tr>
<tr>
<td>3.3 Analyzes students’ learning needs through Cultural/linguistic, Academic, Metacognitive, Personal (CAMP) pre-assessments to differentiate instruction to meet the students’ needs</td>
</tr>
<tr>
<td>3.4 Checks for understanding to reinforce learning goals consistently throughout lessons</td>
</tr>
<tr>
<td>3.5 Uses a variety of clarity instructional strategies, principles of the Alexandria Learning and Teaching Model and resources throughout the lesson</td>
</tr>
<tr>
<td>3.6 Uses instructional technology to collect evidence of student learning and</td>
</tr>
</tbody>
</table>
enhance student engagement and learning

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7</td>
<td>Communicates clearly and checks for understanding throughout the lesson</td>
</tr>
<tr>
<td>3.8</td>
<td>Routinely makes connections between mastery objectives and essential questions</td>
</tr>
<tr>
<td>3.9</td>
<td>Consistently fosters student-centered participation and making meaning by incorporating the 10:2 Rule.</td>
</tr>
</tbody>
</table>
A fair and equitable performance growth and assessment system for the role of a professional acknowledges the complexities of the job. Thus, **multiple data sources** are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. ACPS incorporates evidence included in a teacher documentation log and observations to provide accurate feedback on teacher performance as defined in Figure 3.

**Figure 3. Data Sources for Teachers**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
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<tr>
<td>Observations</td>
<td>Evaluators conduct both walk-throughs and formative observations throughout the year. Walk-throughs include a classroom observation of at least 20 minutes. A formative observation runs 45 minutes to an hour followed by a post-conference. A pre-conference may be conducted at the request of the teacher or the evaluator. <em>Figure 9</em> outlines the ACPS evaluation schedule.</td>
</tr>
<tr>
<td>Documentation Log</td>
<td>The Documentation Log houses required and teacher-selected artifacts that provide evidence of meeting the performance standards (See <em>Figure 2</em>).</td>
</tr>
</tbody>
</table>

**Observations**

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they serve as a source of information.

The *Observation Form* (see Part III) is used to provide targeted feedback on teachers’ effectiveness related to the seven performance standards. Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least six times per year. At a minimum, one walk-through and one formative observation will occur before the end of the first quarter. Two subsequent observations, a walk-through and a formative observation will occur before the end of the second quarter. Two additional walk-throughs and/or formative observations will occur before June 1. Teachers employed under a continuing contract will receive a walk-through and/or formative observation each quarter; one observation each year must be a formative observation. Additional observations for any staff member will occur at the evaluator’s discretion or may be requested by the teacher at any time during the cycle. *Figure 9: The ACPS Growth and Assessment System Schedule* outlines the timeline for observations, document review and summative evaluations.
A walk-through is expected to take at least 20 minutes. All formative observations will include a classroom observation of between 45 minutes and one hour and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator’s discretion.

Within ten workdays following each walk-through or formative observation, one copy of the observation form will be given to the teacher, and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

**Documentation Log**

The purpose of the **Documentation Log** is to provide evidence of performance related to specific standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, demonstration of quality work and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation (See Figure 3. Data Sources for Teachers).

A cover sheet for items to include in the Documentation Log is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. The Documentation Log should be available at the request of the administrator and/or evaluator.

**A Documentation Log:**

- is a collection of artifacts that result from regular classroom instruction
- may be kept as organized electronic files or in paper form (e.g., three-ring binder, file folder),
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly).
- should be available for review at the evaluator’s request
- should be user-friendly (neat, organized)
- remains in the teacher’s possession except when reviewed by the evaluator
Figure 4 lists examples of items that may be included in the *Documentation Log*. This is not an exhaustive list. In addition to the required elements, teachers should submit artifacts that show the strongest evidence of supporting or meeting each standard.

**Figure 4. Sample Items in a Documentation Log**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Examples of Evidence*</th>
</tr>
</thead>
</table>
| 1. Professional Knowledge | • Transcripts of coursework  
• Professional Development certificates/Electronic Registrar Online (ERO) reports  
• Stage 3 of Lesson Plans/ Individualized Achievement Plans (IAP)/Individualized Education Programs (IEP) Journals/notes that represent reflective thinking and professional growth  
• Samples of innovative approaches developed by teacher |
| 2. Instructional Planning | • Differentiation in lesson planning and practice in alignment with the ACPS curriculum  
• Analysis of classroom assessment  
• Data-driven revision of lesson plans  
Examples with annotated analysis:  
  o Sample lesson or unit plan  
  o Course syllabus  
  o IAP/IEP |
| 3. Instructional Delivery | • Formative reviews/post conference documentation |
| 4. Assessment of and for Student Learning | • Baseline and periodic assessment data with annotated analysis  
• Formal observation data  
• Formative and summative assessment data with annotated analysis  
• Graphs or tables of student results with annotated analysis |
| 5. Learning Environment | • **Student survey summary information** (required)  
• List of classroom rules with brief explanation of the procedures used to develop and reinforce them  
• Schedule of daily classroom routines  
• Explanation of behavior management philosophy and procedures |
| 6. Professionalism | • Record of participation in extracurricular activities and events  
• Record of professional development taken or given with annotated analysis  
• Examples of collaborative work with peers  
• Record of service as a member of leadership or goal group team for a school education plan  
• PLP Professional Learning Plan (PLP) with progress monitoring data  
• Evidence of communication with students, families, colleagues and community  
Examples:  
  o Copy of classroom newsletter or other parent information documents  
  o Sample copy of interim reports  
  o Phone log, email, home visit log |
| 7. Student Academic Progress | • **PLP** (required)  
• **Self-reflection** (required)  
• Documented goal measures (e.g., test scores) with annotated analysis  
• Transfer task results with annotated analysis  
• Scholastic Reading Inventory (SRI) and/or Scholastic Math Inventory (SMI) data with annotated analysis  
• Criterion Referenced Test (CRT) data with annotated analysis |
Required Items
The ACPS Professional Learning Plan, student survey summary sheet and self-reflection are required artifacts in the documentation log for all teachers every year.

Professional Learning Plan (PLP)

The Virginia Department of Education Uniform Performance Standards and Evaluation criteria incorporate student growth as a significant component of evaluation while encouraging local flexibility in implementation. At ACPS, all teachers develop a Professional Learning Plan (PLP) that includes, at a minimum, one student growth goal and multiple measures and professional learning to support the goal. Growth goals cascade from – and support – division-wide goals, school education plans and school initiatives. The PLP form should be completed and signed by the evaluator and teacher by October 31st of each year.

For many teachers, measures of student performance can be directly documented. A value-added – or gain score – approach can be used to document teachers’ influence on student learning. In addition, transfer tasks or end-of-unit performance tasks can be used to measure student gains. Standards of Learning (SOL) scores, when available, are required as one of multiple measures toward a student growth goal. When measuring student gains on transfer or performance tasks, it is important that measurement topics and/or rubrics used across the division be used to score the performance. In some cases student growth can be documented using the IEP measures identified for the student. ACCESS for ELLs can be used to measure growth in English language proficiency for ELL students. It is also important to note that some growth measures may not be available during the goal year. In these instances, teachers should note the goal and resulting data in their PLP results the following year.

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

Part III in this handbook includes instructions for completing the PLP, a template to aid with student goal, examples of data sources for monitoring student progress, examples of strategies to improve student learning, and the PLP form.

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. During the next part of the process, the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 5 depicts these steps.
Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The Goal-Writing template (see Part III) may be used for developing 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. To the extent practicable, teachers should have at least two valid measures of student academic progress to support a growth goal.

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:

- SOL scores (required when available)
- criterion-referenced tests (CRTs), including ACPS CRTs that accompany the curriculum
- norm-referenced tests
- standardized achievement tests
- ACPS-adopted interim/common/benchmark assessments (such as SRI, SMI, Phonological Awareness Literacy Screening [PALS]),
- authentic measures (e.g., transfer tasks, performance)
- learning portfolio
- IEP/IAP progress monitoring
The PLP instructions in Part III include examples of data sources for monitoring student progress. In addition to teacher-generated measures of student performance gains, administrators may conduct school wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

**Developing Goals**

Goals describe observable behavior and/or measurable results that would occur when the goal is achieved. The acronym SMART (Figure 6) is a useful way to self-assess a goal’s feasibility and worth.

Figure 6. Acronym for Developing Goals

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

Figure 7 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 7. Sample Goals

**Fourth-Grade Sample Goal:**
All of my students will demonstrate growth of one academic year on the SRI. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

**Grade 7 Mathematics Sample Goal:**
All students will demonstrate mastery on the quarterly Math 7 Benchmark Tests. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math SOL Test.

**High School English Sample Goal:**
Ninety percent of Grade 12 English students will score 80 percent or higher on English 12 Common Assessments.

**Visual Arts Sample Goal:**
Students in my fourth-grade visual arts classes will demonstrate a minimum one-point average gain from quarter one to form (on measurement topic rubric-scored visual arts products).

**Subgroup of Students in Teacher’s Class Sample Goal:**
One hundred percent of my ELL students will meet the Annual Measurable
Achievement Objectives (AMAO) progress target as measured by ACCESS for ELLs by the end of this school year.

**Reviewing Goals**
Each year, all teachers will work with their evaluators to review available data from performance measures and complete the PLP form by October 31.

A mid-year review of progress on goals is held for all teachers. The mid-year review should be held within 30 days of the end of the second quarter. It is the evaluator’s responsibility to establish the format and select the time of the review.

By June 15, each teacher is responsible for assessing professional growth made on goals and for submitting documentation to the evaluator. A teacher may find it beneficial to draft next year’s PLP as part of the reflection process in the event that a goal will be continued and/or revised. This can occur especially if data attached to a growth goal will not be available during the current evaluation year. By mutual agreement, principals and individual teachers may extend the due date for the end-of-year reviews to include the current year’s testing data or exam scores.

**Student Surveys**
All teachers will survey their students and complete a summary of survey results each year, prior to winter break. The purpose of the student survey is to collect information that will help teachers reflect on their practice. The feedback is expected to be used by the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Four different versions of the student survey are provided in Part III to reflect developmental differences. Teachers of grades K–8 administer the survey to the entire class. In situations in which students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9–12 administer the surveys to at least two classes per semester. Teachers may add more questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys, with a summary of the survey data provided in the Documentation Log. A Student Survey Summary Form is provided in Part III.

**Self-Reflection**
Self-reflection is an important part of professional growth and therefore, development. Questions, such as those that follow, allow teachers to reflect on lessons, student achievement and feedback from student surveys.

**Sample Self-Reflection Questions**
- What worked?
- How do I know?
- What would I do the same or differently?
- Why?

Both the PLP and the student survey feedback form should include teacher self-reflection.

**Alignment of Performance Standards with Data Sources**

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Academic Progress entails a review of the set goal). Therefore, multiple data sources are used. Figure 8 shows the alignment of performance standard by data source.

**Figure 8. Aligning Multiple Data Sources with Performance Standards**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Teacher Documentation Log</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Instructional Delivery</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X indicates where evidence will be collected

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III).

**Observation and Evaluation Schedule**

Summative evaluations for probationary teachers, and for any continuing contract teachers who will be recommended for non-renewal, are to be completed by the end of February on a date established by Human Resources. The deadline for summative evaluations for continuing contract teachers is June 1.
As stated in the Code of Virginia\(^a\), a person employed as a full-time teacher must serve a three-year probationary period in such a position before acquiring continuing contract status. Teachers new to ACPS who achieved continuing contract status in another Virginia school division will be on probationary status for one year; following a successful summative evaluation, these teachers will begin the following year on year 1 of the three-year continuing contract status.

All teachers should review Figure 1 to reference the evaluation cycle and Figure 9 to reference the growth and assessment system schedule.

**Documentation Records**

Documentation records are maintained by both the teacher and the evaluator for the entire evaluation period. For probationary teachers this is one year, and for continuing contract teachers, three years. If the teacher transfers among Alexandria City Public Schools, the documentation may be forwarded to the receiving school’s evaluator. At the end of an evaluation cycle, the evaluator retains copies of the PLP form, Teacher Documentation Log Cover Sheet, Observation Form(s) and Summative Evaluation Form at the school/worksite.

For teachers who receive at a minimum a “proficient” rating, a copy of the summative evaluation form is provided to the teacher and sent to Human Resources for inclusion in the employee’s personnel file.

For teachers who receive less than a “proficient” rating, a copy of all walk-through and formative observations, performance improvement plan (if implemented), and a copy of the summative evaluation form are provided to the teacher and to Human Resources for inclusion in the employee’s personnel file.

\(^a\) A person employed as a full-time licensed employee must serve a three-year probationary period in such a position before acquiring continuing contract status. An exception is a licensed employee who has acquired continuing contract status in another school system in Virginia, and is therefore only required to serve a one-year probationary period upon being employed in Alexandria City Public Schools, as long as the employee returns to teaching by the beginning of the third year after leaving the last teaching assignment. Any licensed employee who has attained continuing contract status in Virginia and who separates from and returns to teaching service more than two years after separation must serve a new three-year probationary period.
Figure 9. The ACPS Teacher Growth and Assessment System Schedule

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity for Professional Improvement</th>
<th>Task or Document</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>By October 31</td>
<td>Establish PLP (all ACPS licensed staff)</td>
<td>Professional Learning Plan (PLP) Form</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td></td>
<td>Walk-through(s) and formative observations for all probationary staff</td>
<td>Walk-through and Formative Observation</td>
<td>Teacher ✓</td>
</tr>
<tr>
<td></td>
<td>Walk-through for all continuing contract teachers</td>
<td>Forms</td>
<td></td>
</tr>
<tr>
<td>Before the end of the 1&lt;sup&gt;st&lt;/sup&gt; Quarter</td>
<td>Walk-through(s) and formative observations for all probationary teachers</td>
<td>Walk-through and Formative Observation</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td></td>
<td>Walk-through/-formative observation for all continuing contract teachers (one formative is required per year)</td>
<td>Forms</td>
<td>Teacher ✓</td>
</tr>
<tr>
<td>Before the end of the 2&lt;sup&gt;nd&lt;/sup&gt; Quarter</td>
<td>Summary of Student Survey Feedback (all licensed staff) submitted to evaluator</td>
<td>Student Surveys and Student Survey</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>Prior to Winter Break</td>
<td>Mid-year review of PLP between all ACPS licensed staff and evaluator</td>
<td>PLP</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>Mid-year</td>
<td>Within 30 days of the end of the 2&lt;sup&gt;nd&lt;/sup&gt; quarter</td>
<td></td>
<td>Teacher ✓</td>
</tr>
<tr>
<td>By February 15</td>
<td>Submission and review of PLP update and documentation log (all probationary teachers)</td>
<td>PLP Documentation Log</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td></td>
<td>Summative Evaluation (probationary teachers)</td>
<td>Summative Evaluation Form</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td></td>
<td>Summative Evaluation (continuing contract teachers submitted for non-renewal)</td>
<td></td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>On or before February 28, as established by Human Resources</td>
<td>Submission and review of update on PLP and documentation log (continuing contract teachers in year 3 of the three-year cycle)</td>
<td>PLP Documentation Log</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>By May 15</td>
<td>Two additional walk-throughs and/or formative observations for probationary teachers</td>
<td>Walk-through and Formative Observation</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>By June 1</td>
<td>Two additional walk-throughs or a formative observation</td>
<td>Summative Evaluation Form</td>
<td>Administrator ✓</td>
</tr>
<tr>
<td>By June 15</td>
<td>Summative evaluation conference (all continuing contract staff in year 3 of the three-year cycle)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Submit final PLP</td>
<td>PLP</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
MAKING SUMMATIVE DECISIONS

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

Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “exemplary” to “unacceptable.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary”), note those who meet the standard (i.e., “proficient”) and use the two lower levels of feedback for teachers who do not meet expectations (i.e., needs improvement” and “unacceptable”). Figure 10 offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes and describe the decision-making process for assessing performance. NOTE: Individual indicators are not rated; ratings are applied directly to each performance standard.

Responsibility for the Ratings

The principal has the ultimate responsibility for ensuring that the performance evaluation process 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. Evaluators licensed in the Commonwealth of Virginia other than the principal, such as assistant principals, may be designated by the principal to supervise, monitor and assist with the multiple data source collection.
Figure 10. Definitions of Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Exemplary           | The teacher performing at this level maintains performance, accomplishments and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school’s mission and goals. | Exceptional performance:  
  - consistently exhibits behaviors that have a strong positive impact on learners and the school climate  
  - serves as a role model to others  
  - sustains high performance over a period of time |
| Proficient          | The teacher meets the standard in a manner that is consistent with the school’s mission and goals. | Effective performance:  
  - meets the requirements contained in the job description as expressed in the evaluation criteria  
  - demonstrates willingness to learn and apply new skills  
  - exhibits behaviors that have a positive impact on learners and the school climate |
| Needs Improvement   | The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. | Below acceptable performance:  
  - requires support in meeting the standards  
  - results in less than quality work performance  
  - leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator |
| Unacceptable        | The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals. | Ineffective performance:  
  - does not meet the requirements contained in the job description as expressed in the evaluation criteria  
  - may result in the employee not being recommended for continued employment |
Rating Teacher Performance

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

**Sample Performance Indicators**
Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on *Identifying Teacher Performance Standards*. Examples of performance indicators for each performance standard can be found in Part II.

**Performance Rubric**
A performance rubric is provided for each of the seven performance standards. Part II of this handbook includes rubrics related to each performance standard; the rubric for Performance Standard 5: Learning Environment, is provided as an example in Figure 11. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. **Note:** The rating of “proficient” is the expected level of performance.

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

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all teacher expectations (see *Teacher Performance Summative Report* in Part III). The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice.
Figure 11. Sample Rubric of Teacher Performance (Standard 5: Learning Environment)

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher maximizes learning opportunities and minimizes disruptions where students self-monitor behavior.</td>
<td>The teacher uses a variety of resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that maximizes instructional time.</td>
<td>The teacher uses limited resources, routines and procedures in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher does not plan for and/or address student behavior and relevant safety issues and/or does not develop positive relationships with students.</td>
</tr>
</tbody>
</table>

Summative evaluations are to be completed by a date established by Human Resources that usually falls on or near February 28 for probationary teachers and by June 1 for continuing contract teachers. If non-renewal of any teacher is anticipated, the summative evaluation must be completed by the established February date, provided that the teacher has had an opportunity to complete all of the professional growth activities described in the next section of this handbook.

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

**Single Summative Rating**

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

Teachers receive a rating of exemplary, proficient, needs improvement or unacceptable for each of the seven performance standards based on rubrics (see Part II).

Each standard is weighted in percentages as follows: 1) professional knowledge – 12%; 2) instructional planning – 12%; 3) instructional delivery – 12%; 4) assessment of and for student learning – 12%; 5) learning environment – 12%; 6) professionalism – 20%; 7) student academic progress – 20%.

The overall summative rating will be judged to be “exemplary,” “proficient,” “needs improvement” or “unacceptable.”

**Request for Review of an “Unacceptable” Rating**
The teacher may request a review of the evidence in relation to an “unacceptable” rating.
received on a summative evaluation by sending a memo detailing areas of concern and requesting a review of evidence to Human Resources.
IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards. ACPS uses two processes for professional growth and improvement: the Support Dialogue and the Professional Growth Plan.

The Support Dialogue – a required first step – is a school-level discussion between the administrator and the teacher. It is a conversation about performance needs. The Professional Growth Plan has a more formal structure and is used for notifying a teacher of a specific area(s) for focus. Both processes are used for all teachers, regardless of contract status. Figure 12 shows the differences between the two processes.

Figure 12. Two Tools to Improve Professional Performance

<table>
<thead>
<tr>
<th></th>
<th>Support Dialogue</th>
<th>Professional Growth Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but still show a need for growth in certain areas.</td>
<td>For teachers whose work continues to fall within the “Needs Improvement” or “Unacceptable” categories.</td>
</tr>
<tr>
<td><strong>Initiates Process</strong></td>
<td>Evaluator, administrator or teacher</td>
<td>Evaluator*</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Form provided: None</td>
<td>Form required: Professional Growth Plan</td>
</tr>
<tr>
<td></td>
<td>An internal memo or other record of the discussion/other forms of documentation is filed at the building/worksite level</td>
<td>Building/Worksite Level</td>
</tr>
<tr>
<td></td>
<td>Human Resources is notified</td>
<td></td>
</tr>
</tbody>
</table>
| **Outcomes**         | • Performance improves to, at a minimum, the “Proficient” level – noted on the document of record  
 | | • Some progress – continued support – noted on document of record  
 | | • Little or no progress – noted on document of record; the employee is placed on a Professional Growth Plan.  
 | | • The document of record remains in the school file | • Sufficient improvement – recommendation to continue employment  
 | | | • Inadequate improvement – recommendation for non-renewal or dismissal  
 | | | • Documentation is placed in the employee’s personnel file in Human Resources. |

*The evaluator for teachers may be the principal or someone designated by the principal. If a designee—an assistant principal, for example—has been collecting documentation such as observations, the evaluator and the principal confer about the Professional Growth Plan. The evaluator is responsible for the overall supervision of personnel in the
worksite/department/school and as such, monitors the Professional Growth Plan and makes the recommendation to the Superintendent of Schools about the employee’s progress.

Support Dialogue

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about areas for performance improvement and ways to address them. During the initial session, both parties share what each will do to support the teacher’s professional growth (see sample prompts below) and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts). The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support. Therefore, it is important for the teacher and evaluator to collaborate on a specific timeline that also defines roles and responsibilities.

The desired outcome would be that the teacher’s performance is at a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made or to allocate additional time or resources. If the necessary improvement is not made, the evaluator and teacher with begin the Professional Growth Plan process.

A Support Dialogue Checklist is provided in Part III to assist the evaluator in following the steps for a support dialogue.

![Sample Prompts for the Initial Conversation](image)

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _______ (tell specific concern)?
What have you tried to do to address the concern of _______ (tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _______ (tell specific concern). What has gone well?
What has not gone as well?

Professional Growth Plan

If a teacher’s performance does not meet the expectations established in the seven performance standards and by the school, the teacher may be placed on a Professional Growth Plan (see the Professional Growth Plan form in Part III).

A Professional Growth Plan is designed to support a teacher in addressing areas for focus through targeted supervision and additional resources. It may be used by an evaluator at any point during the year following the Support Dialogue process for a teacher whose professional practice would benefit from additional support. A teacher who receives two
or more “Not Evident” ratings on an interim review is required to complete the Support Dialogue process, at a minimum, and develop a Professional Growth Plan if performance does not improve after the mutually agreed-upon timeframe. The Support Dialogue and – if growth does not occur – the Professional Growth Plan – is required if either of the following ratings is given on a Teacher Summative Performance Evaluation Report:

- a rating of “needs improvement” on two or more performance standards, or
- a rating of “unacceptable” on one or more performance standards or an overall rating of “unacceptable.”

**Implementation of Professional Growth Plan**

For instances when the evaluator determines that the teacher will complete the Professional Growth Plan process, the evaluator must:

- provide written notification to the teacher of the areas of focus that will be addressed
- formulate a detailed plan including activities, actions, responsible parties and a timeline in conjunction with the teacher
- review the results of the plan with the teacher immediately following the predetermined time period, or according to the specifically established target dates

The evaluator and teacher will work collaboratively to complete the Professional Growth Plan located in Part III. A copy of the plan is filed with the evaluator, the teacher and in the teacher’s personnel file in Human Resources.

Assistance may include:

- at the request of the teacher, support from an evaluation team
- support from a professional peer or supervisor for specific activities outlined in the Professional Growth Plan
- conferences, classes and workshops on specific topics
- other resources to be identified

**Resolution of Professional Growth Plan**

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

- Sufficient improvement has been achieved; the teacher is no longer on a Professional Growth Plan and is rated at a minimum, “proficient.”
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a Professional Growth Plan and is rated “needs improvement.”
- Little or no improvement has been achieved; the teacher is rated “unacceptable.”
When a teacher is rated “unacceptable,” on the Professional Growth Plan, the teacher may be recommended for dismissal. If not dismissed, a new Professional Growth Plan will be implemented. Following completion of the plan, if the teacher is rated “unacceptable” a second time, the teacher will be recommended for dismissal.

A copy of the completed and signed plan is filed with the evaluator, the teacher and in the teacher’s personnel file in Human Resources.

**Request for Review of an “Unacceptable” Rating**

The teacher may request a review of the evidence in relation to an “unacceptable” rating received as a result of a Professional Growth Plan, by sending a memo detailing areas of concern and requesting a review of evidence to Human Resources.
PART II: PERFORMANCE STANDARDS

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

### Performance Standard 1: Professional Knowledge

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

#### Sample Performance Indicators

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

1.1 Addresses appropriate curriculum standards

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

1.3 Uses clarity strategies to link present content with past and future learning experiences, other subject areas and real-world experiences and applications

1.4 Demonstrates a current and accurate knowledge of the subject matter and skills relevant to the subject area

1.5 Bases instruction on goals that reflect high expectations, intellectual rigor and an understanding of the subject

1.6 Demonstrates an understanding of the intellectual, social, emotional and physical development of the age group

1.7 Communicates clearly and checks for understanding and routinely has students make their thinking visible using visible thinking strategies

1.8 Demonstrates cultural proficiency through the selection of resources and materials to support the curriculum

1.9. Actively communicates the high expectation messages of belief in student capacity to master the curriculum

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher consistently</td>
<td>The teacher demonstrates an understanding of the</td>
<td>The teacher’s content knowledge is limited and/or inconsistent in</td>
<td>The teacher bases instruction on material that is inaccurate or</td>
</tr>
</tbody>
</table>

*Exemplary is the expected level of performance.*
| Demonstrates extensive knowledge of the subject matter and continually enriches the curriculum. | **Curriculum, subject content and the developmental needs of students by providing relevant learning experiences.** | Demonstrating the understanding of the curriculum, content and/or student development or lacks fluidity in using the knowledge in practice. | Out-of-date and/or inadequately addresses the developmental needs of students. |

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

**Contemporary Effective Teacher Research**

*Contemporary research has found that an effective teacher:*

- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize and make knowledge become a part of their long-term memory.
- Identifies instructional objectives and activities to promote students’ cognitive and developmental growth.
Performance Standard 2: Instructional Planning

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

Sample Performance Indicators

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

2.1 Uses the “Plan-Teach-Reflect Cycle” to routinely incorporate the use of data to guide planning, to embed within the lesson, to alter if needed and to reflect upon at the end of each lesson in preparation for the next day as a guide planning

2.2 Plans time realistically for pacing, content mastery and transitions

2.3 Plans for differentiated instruction for students who have not yet met the mastery objective to meet the needs of all students, including students with disabilities, second language learners and talented and gifted students.

2.4 Aligns lesson objectives to the ACPS curriculum and state standards using the three-stage design process needs

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

<table>
<thead>
<tr>
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<th>Needs Improvement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the state standards and division curriculum, the teacher actively seeks and uses multiple data points and resources and consistently differentiates plans to meet the needs of all students.</td>
<td>The teacher plans using the state Standards, the division’s curriculum, effective strategies, resources and data to meet the needs of all students.</td>
<td>The teacher inconsistently uses the division’s curriculum, effective strategies, resources and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or the teacher’s instructional planning and delivery do not reflect state standards and division curriculum, effective strategies, resources and/or data to meet the needs of all students.</td>
</tr>
</tbody>
</table>

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time
- Uses knowledge of available resources to determine what resources are needed to acquire or develop
Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies 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 Uses the clarity strategies of activators and summarizers to engage and maintains students in active learning
3.2 Uses activator strategies to build upon students’ existing knowledge and skills, surface misconceptions and connect students to content
3.3 Differentiates instruction to meet students’ needs
3.4 Continually check for understanding and revisit the mastery objective and learning goals consistently throughout the lesson
3.5 Uses a variety of clarity instructional strategies, principles of Alexandria Learning and Teaching Model and resources infused within the lesson
3.6 Uses instructional technology to check for understanding, engage students and enhance student learning
3.7 Communicates clearly, checks for understanding and has students make their thinking visible throughout the lesson
3.8 Routinely makes connections between mastery objectives and essential questions
3.9 Consistently fosters student centered participation and making meaning by facilitating the 10:2 rule.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 by providing a wide variety of instructional strategies and differentiation to meet the needs of all students.</td>
<td>The teacher actively and effectively engages students in learning by using a variety of instructional strategies, including higher order thinking to meet the needs of all students.</td>
<td>The teacher uses a limited range of instructional strategies that does not meet the needs of all students.</td>
<td>The teacher’s instructional strategies are ineffective and inadequately meet the needs of all students.</td>
</tr>
</tbody>
</table>

*Teachers who are “exemplary” often serve as role models and/or teacher leaders.
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages
- Uses a variety of instructional strategies
- Uses research-based strategies to make instruction student centered
- Involves students in cooperative learning to enhance higher order thinking skills
- Uses students’ prior knowledge to facilitate student learning
- Possesses strong communication skills, offering clear explanations and directions
- Differentiates for students’ needs using remediation, skills-based instruction and individualized instruction
- Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques
- Is exceptionally clear through the framing of learning, making connections between students and content, asking students to make their thinking visible and checking for understanding and asking students to consolidate their learning at the end of each lesson

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 and C.A.M.P. (cultural/linguistic, academic, metacognitive and personal) assessments to develop support for students, to differentiate instruction and to document learning

4.2 Provides students with criteria for success, rubrics and exemplars prior to assigning the product of performance in support of a “No Secrets” classroom

4.3 Involves students in setting learning goals and monitoring their own progress in response to the criteria for success, rubrics and exemplars previously shared with students

4.4 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population to enable students to show what they know in a differentiated way
4.5 Aligns student assessment with established curriculum standards and benchmarks

4.6 Continually assesses students by checking for understanding and using visible thinking strategies to adjust and modify instruction in support of student learning

4.7 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to mastery objectives, content goals and enabling knowledge objectives

4.8 Uses assessment tools such as a “Quick Sort” for formative and summative purposes; to support the “Plan-Teach-Reflect Cycle;” and to inform, guide and adjust students’ learning

4.9 Gives descriptive and frequent feedback tied to criteria for success, rubrics and exemplars to support students on enhance their learning

<table>
<thead>
<tr>
<th>Exemplary*</th>
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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The teacher does not use a 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.</td>
</tr>
</tbody>
</table>

*Teachers who are “exemplary” often serve as role models and/or teacher leaders.
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely and specific feedback\(^\text{17}\) and reinforcement\(^\text{18}\)
- Gives homework and offers feedback on the homework\(^\text{19}\)
- Uses open-ended performance assignments\(^\text{20}\)
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives\(^\text{21}\)
- 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\(^\text{22}\)
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 by maintaining momentum, provisioning materials, ensuring for smooth transitions and minimizes disruptions

5.4 Establishes strong personal relationship building by creating a climate of trust by being respectful, courteous, fair, caring, respectful and enthusiastic

5.5 Promotes cultural proficiency by honoring and celebrating diversity

5.6 Respects students’ diversity, including language, culture, race, gender and learning differences

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

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher maximizes learning opportunities and minimizes disruptions where students self-monitor behavior.</td>
<td>The teacher uses a variety of resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that maximizes instructional time.</td>
<td>The teacher uses limited resources, routines and procedures in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher does not plan for and/or address student behavior and relevant safety issues and/or does not develop positive relationships with students.</td>
</tr>
</tbody>
</table>

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Cares about students as individuals and makes them feel valued
- Adapts teaching to address student learning styles
- Acknowledges his or her perspective and is open to hearing their students’ worldviews⁵⁵
- Is culturally competent⁶⁶
- Seeks to know about the cultures and communities from which students come⁷⁷
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.

Standard 6 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 with parents, caregivers, students and school community to promote students’ well-being and success

6.2 Adheres to federal and state laws, school and division policies and regulations and ethical guidelines

6.3 Incorporates learning from professional growth opportunities into instructional practice

6.4 Reflects upon one’s own skill set and sets goals for improvement of knowledge and skills

6.5 Engages in activities outside the classroom intended for school and student enhancement

6.6 Works in a collegial and collaborative manner with administrators, other school personnel and the community

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress

6.8 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues

6.9 Demonstrates consistent mastery of standard oral and written English in all communication

<table>
<thead>
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<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher lacks initiative or self-reflections to develop professionally and/or attend professional growth opportunities with application in the classroom.</td>
<td>The teacher does not adapt to the needs of the professional learning community, shows reluctance and/or disregard toward school policy and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

*Teachers who are “exemplary” often serve as role models and/or teacher leaders.
Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

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

**Performance Standard 7: Student Academic Progress**

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

**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

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable and appropriate student academic progress.</td>
<td>The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved by all populations taught by the teacher.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

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

**Contemporary Effective Teacher Research**

*Contemporary research has found that an effective teacher:*

- Knows the students’ abilities and sets realistic goals
- Raises the achievement levels for all groups of students in the classroom.
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.
PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of teachers and templates to aid in data collection and goal setting. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator retains copies of these completed, required forms: Professional Learning Plan form, Teacher Documentation Log cover Sheet, Observation Forms, Summative Evaluation Form, and Performance Improvement Plan (if needed).

Figure 9: Items Used as Evidence of Quality Work Performance

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator</td>
</tr>
<tr>
<td>Professional Learning Plan form</td>
<td>✓</td>
</tr>
<tr>
<td>• Goal Setting for Student Progress Template</td>
<td></td>
</tr>
<tr>
<td>Observation Form</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Log Cover Sheet (and other artifacts)</td>
<td></td>
</tr>
<tr>
<td>Student Surveys (administered and retained by the teacher)</td>
<td></td>
</tr>
<tr>
<td>K-2 Survey</td>
<td></td>
</tr>
<tr>
<td>3-5 Survey</td>
<td></td>
</tr>
<tr>
<td>6-8 Survey</td>
<td></td>
</tr>
<tr>
<td>9-12 Survey</td>
<td></td>
</tr>
<tr>
<td>Student Survey Summary Form (must be completed; inclusion in Documentation Log is required)</td>
<td>✓</td>
</tr>
<tr>
<td>Summative Evaluation Report</td>
<td>✓</td>
</tr>
<tr>
<td>Performance Improvement Plan (if needed)</td>
<td>✓</td>
</tr>
</tbody>
</table>
Professional Learning Plan

Instructions: All teachers develop a Professional Learning Plan (PLP) that includes, at a minimum, one student growth goal with multiple measures and the professional learning to support the goal. Goals should be developed based on school-wide targets in line with the School Education Plan, school initiatives and division-wide goals. The PLP form should be completed and signed by the evaluator and teacher by October 31st of each year.

A goal-writing template is provided to aid teachers and evaluators in developing a goal statement for student progress for the PLP.

Examples of data sources for monitoring student progress can be found in Figure 13 and examples of strategies to improve student learning can be found in Figure 14. These are not all-inclusive lists. Teachers and evaluators may identify additional strategies and sources for monitoring student progress.

Request for Review of a Growth Goal
For an instance where a teacher disagrees with the growth goal, the teacher may request a review of the goal by sending a memo detailing areas of concern and requesting a review of the goal to the Chief Academic Officer in the Curriculum and Instruction Office, ACPS Central Office.

Goal Writing Template
Instructions: by completing the following five steps.

I. Setting: Describe the population and special circumstances of the goal setting.

II. Identify the content area: The area/topic addressed based on learner achievement, learner or program progress, or observational data.

III. Provide baseline data: Determine the learners’ baseline data (where they are now) using the following process:
   - Collect and review data.
   - Analyze the data.
   - Interpret the data.
   - Determine needs.

IV. Write goal statement: What do you want learners to accomplish?
   - Select an emphasis for your goal, focusing on the classroom/teacher level.
   - Develop an annual goal.
V. *Means for attaining the goal:* Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 14.
Figure 13: Examples of Data Sources for Monitoring Student Progress

**Authentic Assessments**
- Transfer tasks
- Portfolios
- Performances
- Culminating Unit Performance Tasks
- Work Place Evaluations (CTE)

**Criterion- and Norm-Referenced Tests**
- Advanced Placement Tests
- Brigance
- Virginia Standards of Learning (SOL) – required, when available, as one of multiple measures toward a student growth goal
- Scholastic Reading Inventory (SRI)
- Scholastic Math Inventory (SMI)
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- Virginia Alternate/Alternative Assessment Programs (VAAP/VMAS/VGLA/VSEP)

Figure 13 continued:
- AIMS WEB
- ACCESS for ELLs
- IStation

**Benchmark Tests**
- CTE Competencies
- President’s Physical Fitness Tests
- ACPS CRTs that are aligned with the ACPS Curriculum and the VA SOLs

**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
- NCS Mentor
### Figure 14: Examples of Strategies to Improve Student Learning

- Modified teaching/work arrangement
- Collaborative planning with master teachers, team members, department members
- Demonstration of lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-teaching; collaborative teaching
- Use of Essential Questions to facilitate discussion/debate, facilitate writing or graphic organizer construction
- Use of higher order thinking questions: analysis, synthesis, evaluation
- Activating prior knowledge
- Building background knowledge
- Teaching academic vocabulary: descriptions, examples, realia, nonlinguistic representations
- Providing explicit instruction on text structures of specific disciplines
- Providing explicit instruction on construction of language in various genres.
- Providing for previewing of text before reading.
- Modeling metacognitive strategies with text: clarifying, questioning, predicting, summarizing, and visualizing.
- Providing differentiated content
- Providing differentiated processes (small group, multiple modalities, etc.)
- Providing for differentiated products (appropriate transfer tasks, modify assignments, etc.)
- Probing student thinking
- Providing for student talk/discourse (10-2 rule or 50/50 rule)
- Clearly identifying desired outcomes for students (No secrets classroom)
- Connecting students learning to student interests and experiences.
- Modeling critical thinking skills with complex text.
- Modeling writing to express ideas, conclusions, and insights.
- Modeling analyzing and interpreting data specific to the discipline
- Modeling discourse within the discipline
- Using think-alouds to model for students
- Using visuals, analogies, graphic organizers
- Highlighting important information.
- Making explicit connections to experiences
- Summarizing information.
- Explaining the compelling WHY
Goal-Writing Template

Teacher’s Name: ________________________________

Subject/Grade: ________________________________  School Year: ____ - ____

**Directions:** This form is a tool to assist teachers and evaluators in developing a goal statement for student progress for the professional learning plan. Goals should be targeted to student growth and should meet S.M.A.R.T. criteria.

<table>
<thead>
<tr>
<th><strong>I. Setting</strong> (Describe the population and special learning circumstances)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. Content/Subject/Field Area</strong> (The area/topic addressed based on learner achievement, data analysis, or observational data)</td>
</tr>
<tr>
<td><strong>III. Baseline Data</strong> (What is shown by the current data?)</td>
</tr>
</tbody>
</table>

☐ Data attached

<table>
<thead>
<tr>
<th><strong>IV. Goal Statement</strong> (Describe what you want learners/program to accomplish)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. Means for Attaining Goal</strong> (Strategies used to accomplish the goal)</td>
</tr>
</tbody>
</table>

| **VI. Check your goal for S.M.A.R.T. criteria. Is your goal:** |
| ☐ **Specific:** The goal is focused, for example, by content area, by learners’ needs. |
| ☐ **Measurable:** An appropriate instrument/measure is selected to assess the goal. |
| ☐ **Appropriate:** The goal is within the teacher’s control to effect change. |
| ☐ **Realistic:** The goal is feasible for the teacher. |
| ☐ **Time limited:** The goal is contained within a single school year. |
Professional Learning Plan Form

Teacher’s Name: ___________________________________________ ID # _________
School: ___________________________________________ Grade(s): ________
Subject(s): ________________________________________ School Year: ___ - ___
Evaluator(s): __________________________________________

Goal statement for student progress including objective(s), target(s) and outcome(s):

Goal Target/Source: (check all that apply)
ACPS Division Education Plan School Education Plan School Initiative/Exemplary Program*

Targeted Student Population:

Baseline Data:

Professional Learning Plan Related to Goal Statement:

Related ACPS Instructional Model Focus Area: (check all that apply)

<table>
<thead>
<tr>
<th>Content</th>
<th>Instruction</th>
<th>Relationships</th>
</tr>
</thead>
</table>

Related performance standards (check all that apply)

Professional knowledge
Instructional Planning
Instructional Delivery
Assessment of and for student learning
Learning Environment
Professionalism
Student Academic Progress

Expected Data Outcomes or Evidence of Student Learning:

PLP Progress Monitoring
End of 1st Quarter: (optional)  Date:  Teacher ___  Evaluator___

1st Quarter Population:

Professional Learning Accomplished:

Evidence of Student Learning:

End of 2nd quarter (required)  Date:  Teacher___  Evaluator___

2nd Quarter Population:

Professional Learning Accomplished:

Evidence of Student Learning:

End of 3rd quarter (optional)  Date:  Teacher___  Evaluator___

3rd Quarter Population:

Professional Learning Accomplished:

Evidence of Student Learning:

End of Year Data/Evidence of Student Learning:

____________________________________  ____________________________________
Teacher’s Signature/Date  Evaluator’s Signature/Date
# Observation Form

**Directions:** Evaluators use this form to document the required annual observations of the teacher. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: ___________________________ Date: __________

Observer: ___________________________ Class/Time: ______

Walk-Through ___  Formative ___

<table>
<thead>
<tr>
<th>1: Professional Knowledge</th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[For each of the seven standards listed in this chart, create a dropdown checkbox with 3 choices: Demonstrating Proficiency; Working to Proficiency; Not Observed]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2: Instructional Planning</th>
<th>Specific Examples:</th>
</tr>
</thead>
</table>

<p>| 3: Instructional Delivery | Specific Examples: |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Specific Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Assessment of and for Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5: Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6: Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: Student Academic Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer’s Signature: ________________________________

Teacher’s Signature: ________________________________
# Pre-Observation Conference Record

Teacher: ___________________________  School: ___________________________
Grade/Subject: ______________________  School Year: ______________________
Conference Date: ____________________  Evaluator: ________________________

<table>
<thead>
<tr>
<th>Inquiries</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1. Describe the lesson that will be observed.  
  - The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?  
  - What have/will you have done instructionally with students in the days prior to the observation? | |
| 2. Describe the population of the class. | |
| 3. What will be observed? | |
| 4. What instructional methods will be used? | |
| 5. What would you like to be highlighted in this lesson? | |
| 6. What do you believe to be any areas of concern? | |
# Teacher Documentation Log Cover Sheet

**Teacher:** ____________________________  **School Year:** _______ - _______

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
</table>
| 1. Professional Knowledge | Can include (but not required):  
  - Transcripts of coursework  
  - Professional Development certificates/Electronic Registrar Online (ERO) reports  
  - Stage 3 of Lesson Plans/ Individualized Achievement Plans (IAP)/Individualized Education Programs (IEP) Journals/notes that represent reflective thinking and professional growth  
  - Samples of innovative approaches developed by teacher |                   |
| 2. Instructional Planning  | Can include:  
  - Differentiation in lesson planning and practice in alignment with the ACPS curriculum  
  - Analysis of classroom assessment  
  - Data driven revision of lesson plans  
  Examples with annotated analysis:  
  o Sample lesson or unit plan  
  o Course syllabus IAP/IEP |                   |
| 3. Instructional Delivery  | Can include (but not required):  
  - Formative reviews/post conference documentation |                   |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>Can include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Baseline and periodic assessment data with annotated analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formal observation data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formative and summative assessment data with annotated analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Graphs or tables of student results with annotated analysis</td>
<td></td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td>Can include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Student survey summary information</strong> (required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schedule of daily classroom routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explanation of behavior management philosophy and procedures</td>
<td></td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>• Record of participation in extracurricular activities and events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record of professional development taken or given with annotated analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examples of collaborative work with peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record of service as a member of leadership or goal group team for a school education plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PLP with progress monitoring data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of communication with students, families, colleagues and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Copy of classroom newsletter or other parent information documents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Sample copy of interim reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone log, email, home visit log</td>
<td></td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td>• <strong>PLP</strong> (required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Self-reflection</strong> (required)</td>
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<tr>
<td></td>
<td>• Documented goal measures (e.g., test scores) with annotated analysis</td>
<td></td>
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<tr>
<td></td>
<td>• Transfer task results with annotated analysis</td>
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</tr>
<tr>
<td></td>
<td>• Scholastic Reading Inventory (SRI) and/or Scholastic Math Inventory (SMI) data with annotated analysis</td>
<td></td>
</tr>
</tbody>
</table>
# Grade K-2 Student Survey

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

Teacher ________________________ Date ________________________

<table>
<thead>
<tr>
<th>1. My teacher listens to me.</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. My teacher gives me help when I need it.</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>3. I learn new things in my class.</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>4. I know what the rules are in my class.</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>5. I am able to do the work my teacher gives me.</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>6. I am happy when I am in class.</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td>*</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.
# Grade 3-5 Student Survey

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher listens to me.</td>
<td>Yes</td>
</tr>
<tr>
<td>My teacher gives me help when I need it.</td>
<td></td>
</tr>
<tr>
<td>I am able to do the work given to me.</td>
<td></td>
</tr>
<tr>
<td>Students are respectful to each other in my class.</td>
<td></td>
</tr>
<tr>
<td>I feel free to ask and answer questions.</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me understand things when I make mistakes.</td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me to be organized.</td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.
Grade 6-8 Student Survey

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

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>My teacher gives clear instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher helps me to be organized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of homework in this class is about right.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher returns my work within a few days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher sets high learning standards for the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher helps me outside of class time when needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher handles classroom disruptions well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher is respectful to my culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel my teacher values me as a person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable sharing my ideas in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.*
Grade 9-12 Student Survey

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

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

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher communicates clearly.</td>
</tr>
<tr>
<td>My teacher is knowledgeable about the subject area he/she teaches.</td>
</tr>
<tr>
<td>The workload in this class is manageable.</td>
</tr>
<tr>
<td>My teacher gives feedback on work and exams in a timely manner.</td>
</tr>
<tr>
<td>I get helpful feedback from my teacher.</td>
</tr>
<tr>
<td>My teacher handles classroom disruptions effectively.</td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
</tr>
<tr>
<td>I feel challenged in this class.</td>
</tr>
<tr>
<td>I feel comfortable sharing my ideas in class.</td>
</tr>
<tr>
<td>My teacher helps me outside of class time when needed.</td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
</tr>
<tr>
<td>My teacher respects my culture.</td>
</tr>
<tr>
<td>I feel my teacher values me as a person.</td>
</tr>
</tbody>
</table>

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

Comments:
Student Survey Summary

Teacher’s Name: ____________________________  School Year: _________
Grade(s) ____________________________  Subject(s): ____________________________

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

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
   ___________%

**Student Satisfaction Analysis**

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

6. Analyze survey responses and answer the following questions:
   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

*Include a copy of this Student Survey Summary, on a summary that you create, as evidence in the Learning Environment section of the Documentation Log*
Teacher Summative Performance Report

Teacher: ___________________________ School: ___________________________

Grade/Subject: ___________________________ School Year: _______ - _______

Contract Status:  □ Probationary  □ Continuing Contract

Evaluator: ___________________________

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The assessment is based on evidence provided in the documentation log, including the PLP, walk-through and formative observations, student survey summary and self-reflection. The teacher should sign this form to acknowledge receipt and should receive a copy of this form. The signed form is submitted to Human Resources by June 15 of each year.

Performance Standard 1: Professional Knowledge

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
</tr>
</tbody>
</table>

□  □  □  □
Performance Standard 2: Instructional Planning

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>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.</td>
<td>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</td>
</tr>
</tbody>
</table>

Performance Standard 3: Instructional Delivery

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher’s instruction inadequately addresses students’ learning needs.</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
### Performance Standard 4: Assessment of and for Student Learning

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Performance Standard 5: Learning Environment

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard...</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>
**Performance Standard 6: Professionalism**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the standard...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</td>
<td>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

**Performance Standard 7: Student Academic Progress**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the standard...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>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.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

**Evaluation Summary**

- ☐ Recommended for continued employment.
- ☐ Recommended for placement on a *Performance Improvement Plan*. (One or more standards are “unacceptable,” or two or more standards are “needs improvement.”)
- ☐ Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)
Areas of Strength:

Areas Noted for Improvement:

<table>
<thead>
<tr>
<th>Overall Evaluation Summary Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exemplary</td>
</tr>
<tr>
<td>Due to three or more “Needs improvement” or one or more “unacceptable” ratings on performance standards</td>
</tr>
</tbody>
</table>

Employee’s Signature*/Date  Administrator’s Signature/Date

*Signature acknowledges receipt only
Support Dialogue Checklist

Instructions: This checklist is a tool for evaluators to use in completing a support dialogue. The support dialogue is the first step in supporting a teacher’s growth and progress to meet performance standards.

☐ Initial Conversation. Sample prompts: What challenges have you encountered in addressing ____ (specific area(s) for focus)? What have you tried to do to address this? What support can I or others at the school/worksite provide you?

☐ Determine support

☐ Establish a date by which growth will occur

☐ Capture highlights of the discussion in writing (e.g., an email to the teacher). Include the area(s) for focus and other highlights of the conversation such as support and the date by which growth will occur.

☐ Monitor and support growth

☐ Record observations on progress

☐ Meeting to discuss progress. Sample prompts: Last time we met, we talked about ____ (area(s) for focus). What has gone well? What has not gone as well?

☐ Document the resolution. File this and other documentation (e.g., emails) at the school level.
Professional Growth Plan

Teacher: _____________________________________________________________________
Grade/Subject: ___________________________________________________________________
School: _______________________________________________________________________
School Year: ___________________________________________________________________
Initiation Date: ___________________________________________________________________

Evaluator: _______________________________________________________________________
Title: ___________________________________________________________________________
Additional Evaluation Team Members/Title: ____________________________________________________________________________________________

Area(s) for Focus:
Instructions: Clearly state the area(s) for focus, including a claim, evidence, interpretation and judgment (see Skillful Leader Chapter 5, Describing Strengths and Problems). Note: There may be more than one area for focus per PDIP, but there should be one goal statement per problem with multiple strategies and activities to meet the goal.

<table>
<thead>
<tr>
<th>Performance Goal Statement</th>
<th>Strategies, Activities</th>
<th>Support Structures</th>
<th>Data Collection Method and Sources</th>
<th>Responsible Parties Completion Dates</th>
<th>Evidence for Progress/ Date Evidence Collected</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

DRAFT JUNE 1, 2012 DRAFT
<table>
<thead>
<tr>
<th>Area for Focus:</th>
<th>Performance Goal</th>
<th>Strategies, Activities</th>
<th>Support Structures / Timetable</th>
<th>Data Collection Method and Sources</th>
<th>Responsible Parties Completion Dates</th>
<th>Evidence for Progress/ Date Evidence Collected</th>
</tr>
</thead>
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<tr>
<th>Area for Focus:</th>
<th>Performance Goal</th>
<th>Strategies, Activities</th>
<th>Support Structures / Timetable</th>
<th>Data Collection Method and Sources</th>
<th>Responsible Parties Completion Dates</th>
<th>Evidence for Progress/ Date Evidence Collected</th>
</tr>
</thead>
<tbody>
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</table>
### Alexandria City Public Schools

#### PROFESSIONAL DEVELOPMENT & IMPROVEMENT PLAN RESULTS

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Subject:</td>
<td>Title:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>School Year:</td>
<td></td>
</tr>
<tr>
<td>Initiation Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area for Focus:</th>
<th>Performance Goal</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Area for Focus:</th>
<th>Performance Goal</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Recommendation based on the results of the *Professional Development and Improvement Plan*:

- [ ] Sufficient improvement has been achieved and the teacher no longer requires a *Professional Development and Improvement Plan*.
- [ ] Some improvement has been achieved and the *Professional Development and Improvement Plan* will continue.
- [ ] Little or no improvement has been achieved and the teacher is recommended for non-renewal or dismissal.

<table>
<thead>
<tr>
<th>Area for Focus:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Goal</strong></td>
<td><strong>Results</strong></td>
</tr>
</tbody>
</table>

Evaluator Signature  
Date  

Teacher Signature*  
Date  

*Signature signifies receipt only
References [Under construction/review]


Endnotes [Under construction/review]


4 Marzano et al., 1993.


12 Covino & Iwanicki, 1996.


