

Wise County Public Schools



Teacher and Support Staff Evaluation Manual

Adopted by the Wise County School Board on Monday February 13, 2012

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FORWARD

This teacher evaluation system was developed in response to the updated Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers which was approved by the Virginia Board of Education on April 28, 2011. These guidelines require all school divisions in the state to comply by July 1, 2012.

The major difference in the current state guidelines from the previous document deals with the role student achievement must play in the teacher evaluation system. Since 2000, state law has mandated that teacher evaluation systems adopted by local school boards include student achievement as a measure of teacher effectiveness. The new guidelines now recommend that student achievement be a predominant factor in teacher evaluations.

In the fall of 2011, a teacher committee and a principal committee were assembled to provide input into how Wise County Schools should implement the new state evaluation guidelines. Committee members were as follows.

Davene Wyatt	Eastside High School
Debbie Dickenson	Powell Valley Primary School/Appalachia Elementary School/ WCEA
Fran Balthis	JW Adams Combined School
Pat Coughlin	Powell Valley Middle School
Brian Estep	Appalachia Elementary School
Bob Priest	Central High School
Tim Clay	Coeburn Middle School
Ricky Bolling	Wise Primary School
Paul Clendenon	Powell Valley Middle School
Charles Collins	Central High School

PHILOSOPHY AND PURPOSE

The ultimate purpose for evaluation of personnel is the improvement of student achievement. Provisions must be made for evaluation not only of all professional staff members, including supervisors, principals, teachers, and auxiliary personnel, but also nonprofessional employees. Personnel evaluation must be a cooperative process with evaluator and evaluatee working collaboratively.

In order to insure the best educational opportunities, personnel evaluation must be placed in its proper perspective with program evaluation. Although the two processes are inseparable, they are not synonymous.

Personnel evaluation should take into account that individuals may use different techniques and methods and still be equally effective. Evaluation must therefore be based on mutually agreed upon performance targets. The stated goals must be Specific, Measureable, Attainable, Relevant, and Time bound (SMART goals). To be successful, any evaluation should be a continuing process by using the evaluation as a means to an end rather than an end in itself.

Public education in Wise County must seek to aid each pupil consistent with his/her abilities, interests, and educational needs. These are the goals of public education in Virginia:

- 1. Expanded Opportunities to Learn:** The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools will lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.
- 2. Accountability for Student Learning:** The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.
- 3. Nurturing Young Learners:** The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.
- 4. Strong Literacy and Mathematics Skills:** The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.
- 5. Highly Qualified and Effective Teachers and Administrators:** The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.
- 6. Sound Policies for Student Success:** The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.
- 7. Safe and Secure Schools:** The Board of Education will provide leadership to create safe and secure school environments.

The teachers, supervisors, administrators, and school board members of the Wise County School System are committed to providing each student, consistent with his or her abilities and educational needs, an education of the highest quality. The degree to which this goal can be realized depends in large measure upon what happens in each building and each classroom of the county school system. One means to achieve an education of the highest quality is the development of a cooperative and continuous education system with the following goals:

1. Improving student achievement
2. Improving individual teacher performance
3. Providing positive feedback for excellent performance
4. Encouraging communication between teachers, administrators, and supervisors
5. Making decisions about personnel

VIRGINIA'S UNIFORM PERFORMANCE STANDARDS FOR TEACHERS

Below is listed the Uniform Performance Standards for Teachers as well as the accompanying performance indicators.

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.

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

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

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.

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

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

Performance Standard 3: Instructional Delivery

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

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

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

3.7 Communicates clearly and checks for understanding.

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.

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

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

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.

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

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

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.

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

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

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

Performance Standard 7: Student Academic Progress

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

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

- 7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning 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.

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

2011 Virginia Standards for the Professional Practice of Teachers

For additional information concerning standards for the professional practice of teachers, please visit the Virginia Department of Education document linked below.

http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf

EVALUATION PROCESS

It is generally assumed that in most instances the teacher will be performing well the tasks that are listed as performance indicators on the Teacher Evaluation Form. However, no one is perfect, and there are usually some areas of performance that can be improved.

All teachers will be subject to some type of evaluation on an annual basis. For continuing contract teachers who are performing at a high level, this may be only a summary judgment completed prior to March 15. Neither conditions nor time warrant equal attention to every teacher. All teachers on continuing contract should be scheduled for a full evaluation at least once every three years. Notification will occur at the beginning of the year. This does not mean that evaluations may not be conducted at shorter or more frequent intervals at the discretion of the evaluator or the teacher. Teachers not on continuing contract shall be evaluated each year.

The general procedure for the evaluation shall be as follows;

1. Teachers should complete and submit a Teacher Self-Evaluation form prior to meeting with the administrator. (page 14)
2. An initial meeting will be held between the teacher and the administrator by September 30. At this meeting, improvement objectives and student growth and achievement goals will be agreed upon. The administrator and teacher will also agree upon the data and/or artifacts to be collected that will demonstrate student growth and achievement. (Page 16)
3. A minimum of one classroom observation will be conducted by the administrator. Each observation will be documented in the attached form. (Page 18)
4. The administrator will meet with the teacher after each classroom observation to share any opportunities for growth or areas of excellence. During these meetings, the teacher should present any data or artifacts which exhibit progress toward the student achievement goals for the year.
5. The administrator will meet with and provide the teacher the summative evaluation document after all classroom observations have been completed and all student growth and achievement data/artifacts have been presented. The summative evaluation will include documentation of teacher performance on each of the seven teacher performance standards. An overall rating of Proficient, Needs Improvement, or Unacceptable shall be applied to the evaluation. (Page 21)
6. Teachers who earn a rating of **Needs Improvement on one standard** will be required to participate in the formal evaluation process the following school year. Areas of concern noted in the evaluation will be used to develop new goals and objectives for the following year.
7. Teachers who earn a rating of **Unacceptable on any standard**, or **Needs Improvement on two or more standards** will be placed on a plan of improvement. (Page 24)

The conference between the teacher and the evaluator is one of the most significant aspects of the entire process. A key premise is that through mutual understanding and sharing of ideas better results will be obtained. Areas for improvement, if any, will be identified and agreed upon at the conference. Improvement objectives and goals for student growth and achievement will be formulated. There is not a requirement as to the exact number of objectives to be selected. Multiple measures of student growth and achievement must be used in this process.

The objectives selected should address the teacher's greatest needs to improve student achievement. For each objective, a plan should be formulated on the form provided. After the Performance Evaluation plans have been agreed upon and implemented, there should be frequent communication between the evaluator and the teacher as to the progress being made. Each should be kept fully informed so that there will be no surprises when the final

evaluation conference is held. At the final evaluation conference the evaluator and the teacher will consider all information on the Teacher Evaluation Form, as well as progress on the Performance Evaluation.

Goals for Student Growth and Achievement

Virginia state code requires that teacher evaluations must include multiple measures of student growth and achievement as one of the indicators of teacher effectiveness. That being said, not all students can be expected to perform at the same level of mastery. At the beginning of the evaluation process, the administrator and teachers will collaboratively develop SMART (Specific, Measurable, Attainable, Relevant, and Time bound) goals for student growth and achievement. These goals should address benchmarks to be met by the end of the school year that reflect long term school and division goals whenever possible.

Ideally, these goals should include both student growth and attainment of proficiency in the given content area. Multiple measures of student growth and achievement should be used in this process. Examples include but are not limited to SOL pass rates, SOL rates of advanced scores, Student Growth Percentiles, pretest/posttest, portfolios of student work, physical fitness test results, STAR Reading/Early Literacy growth, PALs Results, Speed Dial results, Interactive Achievement results, and etc.

Plan of Improvement

All teachers who earn a rating of Unacceptable on any standard or Needs Improvement on any two or more standards will be placed on a plan of improvement. The plan of improvement will be developed collaboratively between the administrator and the teacher. Appropriate central office personnel will also be included in this process. The plan of improvement will include improvement goals, strategies for improvement, and target dates for completion of strategies.

Upon implementation of the Plan of Improvement, the administrator will monitor the teacher's progress towards the stated goals. Regular classroom observations will be scheduled by both school and district level administrators. Following each round of observations, conferences with the teacher will be held in order to share feedback with the teacher. Also, the teacher will produce data/artifacts which will document their achievement toward meeting their improvement goals. At the end of the plan of improvement, a summative evaluation will be completed by the administrator that will document that the teacher has or has not met the goals in the plan of improvement.

Teachers will be given a minimum of one school year to exhibit improvement barring any egregious or illegal acts.

Resolution of Differences

It is expected that teachers and administrators will work together collaboratively during the evaluation process. However, differences of opinion regarding the evaluation process may arise. If that were to happen, the teacher or the administrator should submit a letter detailing the difference of opinion to the Director of Personnel. Both the administrator and the teacher must sign this letter so that all parties are aware that a difference of opinion exists, and both have the opportunity to resolve the difference first. This may be done at any point in the evaluation process when an impasse is encountered. The appropriate central office director(s) will meet with the administrator and the teacher to resolve the issue.

EVALUATION GUIDELINES

1. Each principal and assistant principal must become thoroughly familiar with the Wise County teacher evaluation system.
2. A copy of the Teacher Evaluation Form shall be provided for each teacher scheduled for evaluation.
3. Annual evaluation of teachers on probationary contracts is required.
4. All teachers on continuing contract shall be evaluated no less than once every three years.
5. The initial meeting between the administrator and the teacher to be evaluated will be held by September 30. At that meeting, professional growth goals as well as student growth and achievement goals will be agreed upon by both parties.
6. September - Observation schedule shall be completed. A copy of this schedule shall be submitted to the Central Office (Elementary/Middle and Secondary Supervisor) by September 30th of each school year.
7. October - All teachers who are serving their first year in Wise County Schools shall have been observed with a follow-up conference by October 31st of each school year.
8. November - All non-continuing contract teachers shall have been observed with a follow-up conference by November 30th of each school year.
9. End of Semester Reports - All teachers scheduled for an evaluation shall have been observed a minimum of one time. At the end of each semester, each principal shall submit a Teacher Observation Form to the Central Office (Elementary/Middle and Secondary Supervisor).
10. When the evaluator determines that a problem area(s) exists, appropriate members of the Central Office staff shall be involved in the improvement plan.
11. A copy of each Teacher Evaluation Form and Performance Plan shall be placed in the teacher's personnel file at the local school. When a teacher retires, transfers, or leaves the system, a copy of all Evaluation Forms and Performance Plans should be sent to the Central Office.
12. Enclosed in this document are copies of the School Administrator Evaluation Form and the Support/Classified Personnel Evaluation Form. These forms are to be completed annually, prior to March 15.
13. This document will be posted on the Wise County Schools website.

TEACHER OBSERVATION SCHEDULE

SCHOOL YEAR _____

School: _____ Administrator: _____

The following teachers are scheduled for a full evaluation for this school year:

NAME:		CONTRACT STATUS: First Year in Wise County Teacher (NT) Probationary Contract (PC) Continuing Contract (CC)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

(PLEASE SUBMIT THIS FORM TO THE CENTRAL OFFICE BY SEPTEMBER 30)

TEACHER OBSERVATION REPORT

SCHOOL YEAR _____

School: _____ Administrator: _____

The following teachers have been evaluated during the _____ semester:

NAME:	CONTRACT STATUS: First Year in Wise County Teacher (NT) Probationary Contract (PC) Continuing Contract (CC)	DATE OBSERVED: (Please initial each observation)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

TEACHER SELF-EVALUATION FORM

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____ **Date** _____

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Goal Setting for Student Academic Progress Form

GOAL SETTING FORM

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name _____

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

Evaluator's Name _____

Student Growth and Achievement Goals	Evidence (data/artifacts)	Target Date

Professional Growth and Achievement Goals	Evidence (data/artifacts)	Target Date

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Mid-Year Review (Describe goal progress and other relevant data.)

Student Growth and Achievement Goals 	Mid-year review conducted on _____ Initials: _____(teacher) _____(evaluator) <input type="checkbox"/> Data attached
Professional Growth and Achievement Goals 	

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

End-of-Year Review

Appropriate Data Received _____

Strategies used and data provided demonstrate appropriate Student Growth Yes No

Strategies used and data provided demonstrate appropriate Professional Growth Yes No

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

FORMAL CLASSROOM OBSERVATION FORM

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name

Date Observed

Time

Observer's Name

The teacher is: First Year in Wise County
 Probationary
 Continuing Contract

<p>1. Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <ol style="list-style-type: none"> 1. Effectively addresses appropriate curriculum standards. 2. Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. 3. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. 4. Demonstrates an accurate knowledge of the subject area(s) taught. 5. Demonstrates skills relevant to the subject area(s) taught. 6. Bases instruction on goals that reflect high expectations and an understanding of the subject. 7. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. 8. Communicates clearly and checks for understanding. 	<p>Specific Examples:</p>
<p>2. Instructional Planning <i>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.</i></p> <ol style="list-style-type: none"> 1. Uses student learning data to guide planning. 2. Plans time realistically for pacing, content mastery, and transitions. 3. Plans for differentiated instruction. 4. Aligns lesson objectives to the school's curriculum and student learning needs. 5. Develops appropriate long- and short-range plans and adapts plans when needed. 	<p>Specific Examples:</p>

<p>3. Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <ol style="list-style-type: none"> 1. Engages and maintains students in active learning. 2. Builds upon students’ existing knowledge and skills. 3. Differentiates instruction to meet the students’ needs. 4. Reinforces learning goals consistently throughout lessons. 5. Uses a variety of effective instructional strategies and resources. 6. Uses instructional technology to enhance student learning. 7. Communicates clearly and checks for understanding. 	<p>Specific Examples:</p>
<p>4. Assessment of and for Student Learning <i>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.</i></p> <ol style="list-style-type: none"> 1. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. 2. Involves students in setting learning goals and monitoring their own progress. 3. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. 4. Aligns student assessment with established curriculum standards and benchmarks. 5. Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. 6. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning. 7. Gives constructive and frequent feedback to students on their learning. 	<p>Specific Examples:</p>
<p>5. Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <ol style="list-style-type: none"> 1. Arranges the classroom to maximize learning while providing a safe environment. 2. Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. 3. Maximizes instructional time and minimizes disruptions. 4. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. 5. Promotes cultural sensitivity. 6. Respects students’ diversity, including language, culture, race, gender, and special needs. 7. Actively listens and pays attention to students’ needs and responses. 8. Maximizes instructional learning time by working with students individually as well as in small groups or whole groups. 	<p>Specific Examples:</p>

<p>6. Professionalism <i>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.</i></p> <ol style="list-style-type: none"> 1. Collaborates and communicates effectively within the school community to promote students' wellbeing and success. 2. Adheres to federal and state laws, school policies, and ethical guidelines. 3. Incorporates learning from professional growth opportunities into instructional practice. 4. Sets goals for improvement of knowledge and skills. 5. Engages in activities outside the classroom intended for school and student enhancement. 6. Works in a collegial and collaborative manner with administrators, other school personnel, and the community. 7. Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. 8. Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. 9. Demonstrates consistent mastery of standard oral and written English in all communication. 	<p>Specific Examples:</p>
<p>7. Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <ol style="list-style-type: none"> 1. Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. 2. Documents the progress of each student throughout the year. 3. Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress. 4. Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets. 	<p>Specific Examples:</p>

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

TEACHER SUMMATIVE PERFORMANCE REPORT

Directions: Evaluators use this form after the completion of all observations and the submission of all data/artifacts relating to student growth and achievement to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.

Teacher _____ **School Year(s)** _____

Grade/Subject _____ **School** _____

The teacher is: First Year in Wise County Probationary Continuing Contract

<p>1. Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <ol style="list-style-type: none"> Effectively addresses appropriate curriculum standards. Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. Demonstrates an accurate knowledge of the subject area(s) taught. Demonstrates skills relevant to the subject area(s) taught. Bases instruction on goals that reflect high expectations and an understanding of the subject. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. Communicates clearly and checks for understanding. <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>
<p>2. Instructional Planning <i>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.</i></p> <ol style="list-style-type: none"> Uses student learning data to guide planning. Plans time realistically for pacing, content mastery, and transitions. Plans for differentiated instruction. Aligns lesson objectives to the school's curriculum and student learning needs. Develops appropriate long- and short-range plans and adapts plans when needed <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>
<p>3. Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <ol style="list-style-type: none"> Engages and maintains students in active learning. Builds upon students' existing knowledge and skills. Differentiates instruction to meet the students' needs. Reinforces learning goals consistently throughout lessons. Uses a variety of effective instructional strategies and resources. Uses instructional technology to enhance student learning. Communicates clearly and checks for understanding. <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>

<p>4. Assessment of/for Student Learning <i>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.</i></p> <ol style="list-style-type: none"> 1. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. 2. Involves students in setting learning goals and monitoring their own progress. 3. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. 4. Aligns student assessment with established curriculum standards and benchmarks. 5. Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. 6. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. 7. Gives constructive and frequent feedback to students on their learning <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>
<p>5. Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.</i></p> <ol style="list-style-type: none"> 1. Arranges the classroom to maximize learning while providing a safe environment. 2. Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. 3. Maximizes instructional time and minimizes disruptions. 4. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. 5. Promotes cultural sensitivity. 6. Respects students' diversity, including language, culture, race, gender, and special needs. 7. Actively listens and pays attention to students' needs and responses. 8. Maximizes instructional learning time by working with students individually as well as in small groups or whole groups. <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>
<p>6. Professionalism <i>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.</i></p> <ol style="list-style-type: none"> 1. Collaborates and communicates effectively within the school community to promote students' well-being and success. 2. Adheres to federal and state laws, school policies, and ethical guidelines. 3. Incorporates learning from professional growth opportunities into instructional practice. 4. Sets goals for improvement of knowledge and skills. 5. Engages in activities outside the classroom intended for school and student enhancement. 6. Works in a collegial and collaborative manner with administrators, other school personnel, and the community. 7. Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. 8. Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. 9. Demonstrates consistent mastery of standard oral and written English in all communication. <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unacceptable</p>

<p>7. Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p> <ol style="list-style-type: none"> 1. Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. 2. Documents the progress of each student throughout the year. 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. 4. Uses available performance outcome data to continually document and communicate student academic progress and develop learning targets. <p><i>Comments:</i></p>	<p>Rating</p> <p><input type="checkbox"/> <i>Proficient</i></p> <p><input type="checkbox"/> <i>Needs Improvement</i></p> <p><input type="checkbox"/> <i>Unacceptable</i></p>
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Overall Evaluation Summary:

Include comments here

- Proficient**
- Needs Improvement**
- Unacceptable/Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

 Evaluator's Name

 Teacher's Name

 Evaluator's Signature

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

 Date

 Date

 Principal's Name

 Principal's Signature of Review

 Date

PERFORMANCE IMPROVEMENT PLAN FORM

(Required for a Teacher who earns a rating of Unacceptable on a teacher evaluation)

Teacher _____ **School** _____

Grade/Subject _____ **School Year** _____

Evaluator _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Teacher's Name _____

Teacher's Signature _____ Date Initiated _____

Evaluator's Name _____

Evaluator's Signature _____ Date Initiated _____

Principal's Name _____

Principals' Signature of Review _____ Date Initiated _____

Results of Performance Improvement Plan

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Improvement Plan:

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

Teacher's Name _____

Teacher's Signature _____ Date Reviewed _____

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

Evaluator's Name _____

Evaluator's Signature _____ Date Reviewed _____

Principal's Name _____

Principals' Signature of Review _____ Date Reviewed _____

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

SUPPORT EMPLOYEE PERFORMANCE AND EVALUATION FORM

Evaluate the employee on the basis of the work now being done. Consider each indicator separately. Place a check in the space below the group of words which best describes the individual, but only one check for each line. It is essential that every line be checked.

Name _____	Job Title _____	School or Department _____			
Indicator:	Exceeds Division Standards of Performance	Meets Division Standard of Performance (Satisfactory)	Partially Meets Division Standard of Performance Needs Improvement	Demonstrates Unacceptable Performance- Substantial Improvement Imperative	No Basis For Judgment
1. Quality of Work Consider the ability to turn out work which meets quality standards.					
2. Job Knowledge Consider knowledge in all phases of his/her work.					
3. Possesses Skill and Good Judgment in the Use of Equipment.					
4. Attitude Willingness to cooperate with stakeholders.					
5. Attendance and Punctuality Consider frequency of absences as well as tardiness.					
6. Personal Characteristics Integrity Dependability Cooperativeness Enthusiasm Initiative Commitment Judgment Stability					
7. Interpersonal Relationship Consider relationship with students, staff, parents, and community representatives.					
8. Job Description Responsibilities Carrying out duties					

Remarks:

Evaluator: _____

I certify that I have reviewed this evaluation:

Evaluatee

Date: _____

NURSING SERVICES PERFORMANCE AND COMPETENCY EVALUATION BY ADMINISTRATIVE SUPERVISOR

NURSE: _____ School: _____

EVALUATOR: _____

POSITION SUMMARY: A School Nurse is responsible for developing, implementing, and managing a school health population. Responsibilities include program management, nursing services, community health planning, professional practice, and collaboration with health education.

4=High Quality; 3=Competent; 2=Requires Improvement; 1=Unacceptable

Rate as 4 (high) through 1 (low)	4	3	2	1	Comments
<i>Performance Criteria</i>					
1. Maintains and manages the health clinic in assigned school.					
2. Reports compliance with state laws requiring immunization and exclusion of students with contagious diseases.					
3. Supports school attendance for children who must use medication in the treatment of illness or chronic disabilities.					
4. Instructs students and staff (as requested by the administrator) on issues dealing with family life education and other health concerns (such as health and safety, CPR and first aid) per county policy, American Heart Association Guidelines, and within nursing scope of practice.					
5. Monitors work of unlicensed personnel who dispense medications and conduct medical procedures.					
6. Maintains confidentiality of office and school related information according to policy, HIPPA, and FERPA guidelines.					
7. Networks and communicates with resource agencies that are external to the school division.					
8. Performs other job related duties as assigned by immediate supervisor.					
9. Personal habits, clothing, and grooming comply with policy within scope of nursing practice.					
10. Follows appropriate channels when addressing problems/issues (personal and professional).					
11. Notifies supervisor of inability to work as scheduled.					
12. Attends all mandatory in-services or meetings.					

13. Pleasant, courteous, responsive, and cooperative with students, parents, and co-workers; displaying a positive and supportive attitude.					
14. Utilizes and orders supplies and equipment within budget.					
15. General knowledge of school policies					
16. Attendance					

Nurse or Evaluator may write additional comments on a sheet of paper and attach to the form.

Nurse's Comments:

Evaluators Comments:

***The nurse's signature is not an indication that the employee agrees with the evaluation.**

Principal's/Supervisor's Signature: _____ Date: _____

Nurse's Signature*: _____ Date: _____

Revised 02-17-11

NURSING SERVICES PERFORMANCE AND COMPETENCY EVALUATION BY NURSING SUPERVISOR

NURSE: _____ **School:** _____

POSITION SUMMARY: a School Nurse is responsible for developing, implementing, and managing a school health population. Responsibilities include program management, nursing services, community health planning, professional practice, and collaboration with health education.

Evaluation by Coordinator of School Health	Exhibits Competence	Needs Improvement
1. Complies with confidentiality policy, HIPAA, and FERPA.		
2. Personal habits, clothing, and grooming comply with policy.		
3. Follows appropriate channels when addressing problems/issues (Personal and Professional)		
4. Notifies supervisor of inability to work as scheduled. (by e-mail or phone)		
5. Attends all mandatory in-services or meetings.		
6. Performs all related duties assigned or requested.		
7. Pleasant, courteous, responsive, and cooperative with students, parents, and co-workers, displaying a positive and supportive attitude.		
8. Utilizes and orders supplies and equipment within budget.		
9. Recognizes potential student problems and uses resources available.		
10. Serves as a resource for health related issues involving faculty/staff.		
11. Keeps all Medicaid records current.		
12. General knowledge of school policies		
13. Attendance (*sick days attached*)		
14. Reports submitted in a timely manner		
15. Student records/ IHPs accurate and current		
16. Provides direct health services to students, faculty and staff members in assigned school and school attendance community. Assesses students' health needs as necessary.		
17. Educates students and parents to promote optimal health and to encourage healthy lifestyles.		
18. Keeps a log of visitors to the health clinic and any care given.		

19. Dispenses medications and contacts parents when refills are necessary. Administers first aid as necessary.		
20. Reports compliance with state laws requiring immunization and exclusion of students with contagious diseases.		
21. Provides individual or small group counseling that is related to students' health matters as needed.		
22. Supports school attendance for children who must use medication in the treatment of illness or chronic disabilities.		
23. Instructs students and staff (as requested by the administrator) on issues dealing with family life education and other health concerns (such as health and safety, CPR and first aid) per county policy, American Heart Association Guidelines, and within nursing scope of practice.		
24. Screens and examine students' hearing, vision, height, and weight as applicable.		
25. Prepares students for physicals (EPSDTs).		
26. Monitors work of unlicensed personnel who dispense medications and conduct medical procedures.		
27. Refers students for medical, dental or eye care as necessary.		
28. Telephones parents/guardians or forwards letter home regarding students' illnesses and follow up care as necessary.		
29. Confers with families regarding health questions of the children as appropriate.		
30. Networks and communicates with resource agencies that are external to the school division.		

COMMENTS: _____

Coordinator of School Health _____ Date: _____

Nurse's Signature: _____ Date: _____

Revised 02-17-11