

2021-22

Administrator Development Evaluation Program

Charlottesville City Schools



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PART I: PROCESS INTRODUCTION

Charlottesville City Schools' teacher evaluation system incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations. This system is utilized by all school based instructional positions and referred to as "Teacher". "Teacher" includes School Counselors and Library Media Specialists and there are forms specifically created for those roles in Unified Talent.



The Charlottesville City Schools' teacher evaluation system provides a balance between structure and flexibility. That is, it is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, thereby allowing for creativity and individual initiative.

The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

PURPOSE

The primary purposes of the evaluation system are to:

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

The evaluation system includes the following distinguishing characteristics:

- performance indicators for each of the performance standards

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

IDENTIFYING TEACHER PERFORMANCE STANDARDS

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

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



Performance standards refer to the major duties performed by a teacher. For all teachers, there are eight performance standards.

Table 1: Teacher Performance Standards

Performance Standard 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students.

Performance Standard 2. Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies, and resources to address the needs of all students.

Performance Standard 3. Instructional Delivery

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

Performance Standard 4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

Performance Standard 5. Learning Environment

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

Performance Standard 6. Cultural Responsive Teaching & Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Performance Standard 7. Professionalism

The teacher maintains a commitment to professional ethics and the mission of the school. The teacher takes responsibility for and participates in professional growth that results in enhancement of student learning. [The teacher communicates effectively with students, school personnel, families, and the community to enhance, promote, and advocate for student learning.](#)

Performance Standard 8. Student Academic Progress

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

PERFORMANCE INDICATORS

A set of performance indicators has been developed (see Part III) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, and is not intended to be prescriptive. Further, all teachers are not expected to demonstrate all performance indicators. Finally, for some teaching positions specific indicators may need to be identified. Special education teachers, for example, are required to participate in IEP meetings and maintain appropriate documentation regarding student performance. Similarly, science teachers have to add a performance indicator regarding lab safety for Performance Standard 5 – Learning Environment.

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

Performance Standard 7. Student Academic Progress

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

The teacher:

- Sets measurable and appropriate achievement goals for student progress.
- Collaborates with colleagues in order to improve students' performance.
- Provides evidence of attaining acceptable student progress.
- Provides evidence of timely and appropriate intervention strategies for individual students who are not making adequate progress.

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching assignment. Ratings are NOT made at the performance indicator level but at the performance standard level.

DOCUMENTING PERFORMANCE

A fair and equitable evaluation system for the role of a teacher acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. Three perspectives on a teacher’s work are used in the evaluation process: the teaching professional, students, and an evaluator. The sources of information briefly described in Table 2 were selected as means of providing accurate feedback on teacher performance.

Table 2: Data Sources for Teachers

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

GOAL SETTING

Each teacher sets annual goals for improving student achievement. A building administrator and the teacher look at the available data from student performance measures to inform the goal-setting process. A form is provided in Part II (Goal Setting for Student Academic Progress) for developing and assessing the annual goal. Teachers are to establish one goal related to their instructional setting. The goal must directly address student achievement and be measured by an appropriate assessment. Appropriate measures of student progress differ substantially based on students' grade level, content area, and ability level.

- The following measurement tools are appropriate for addressing state and school division guidelines and standards:
- standardized achievement tests,
- criterion-referenced tests,
- pre- and post-tests of specific skills,
- end-of-unit tests, and
- authentic measures (e.g., writing samples or student portfolios).

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

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to guide self-assessment of a goal's feasibility and worth. SMART stands for:

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

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

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

Realistic – the goal is appropriate for the teacher

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

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

SMART GOAL EXAMPLES

In this school year, 80% of the students will achieve their end of the year instructional reading goal. Students on or above grade level will make at least a year's growth as measured by PALS. Students not currently at grade level expectation will be on grade level or demonstrate a year and a half of growth as measured by PALS (Second Grade).

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

By the end of the current school year, 85% or more of my students will pass the EOC Algebra Test, with 20% earning a score of "Pass Advanced". (Algebra I)

For the School Year, I will focus on AP US History learners who have been identified as scoring below mastery level in using higher-order thinking skills to synthesize and analyze historical concepts. They will make measurable progress in analytical approaches to DBQ writing. Knowing the degree of their mastery will be understood through student's scores using a rubric designed to evaluate Document Based Questions (DBQs) that require students mastery of content, synthesis and analytical skills, collected at the end of each quarter. Progress will be charted through the defined rubrics for both DBQ outlines and essays. (AP US History)

Using daily pedometer readings, all of my 7th grade students will improve their cardiorespiratory fitness by participating in at least 20 minutes of moderate to vigorous physical activity each class period. (Seventh Grade Physical Education).

Submission of the Goal Setting for Student Academic Progress Form

Teachers complete a draft of their goal. Teachers and evaluators may schedule a meeting to look at the available data from student performance measures and discuss the proposed goal at their discretion. Each year teachers are responsible for submitting their goal to their principals or evaluators by October 1.

Mid-Year Review of Goal

A mid-year review of progress on the teacher's individual goal is held. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in some other format that promotes discussion, collegiality, and reflection. The mid-year review is to be held by February 15. It is the responsibility of the principal to establish the format and select the time of the review.

End-of-Year Assessment and Reflection of Goals

The end-of-year results are due on May 15. Each teacher is responsible for assessing professional growth made on the goal(s) and submitting documentation to the principal or evaluator. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year review in order to be able to include the current year's testing data or exam scores. If an extension is needed to meet this requirement, please notify Human Resources as any revisions needed after the set due dates will require Human Resources to "UNLOCK" the document.

OBSERVATIONS

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. In order to provide targeted feedback on teachers' work related to the seven performance standards, observations using the Classroom Observation Form (see Part II) are conducted.

All formal observations have a pre-conference, last 30 minutes (minimum), and are followed by a post-observation dialogued within 10 working days. Continuing Contract teachers may opt out of the pre- and post-conference requirement. Informal observations last 10-15 minutes in duration and use the same Classroom Observation Form as the formal observation. Additionally, administrators conduct "walk-throughs," which last one to five minutes.

Principals and assistant principals are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. Observations may be a combination of scheduled and unscheduled visits. Given the complexity of teaching, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on each of the eight performance standards in a given visit. During the post-conference, the teacher and administrator will discuss the observation as well as the other data sources.

Number of Observations and Schedule

The minimum number of teacher observations varies by the teacher’s contract status and experience. Each teacher may expect at least one observation by the end of the first semester of each school year. For probationary teachers, this observation will be formal visit. The minimum number of observations are to be completed by February 15 if non-renewal is anticipated. For teachers receiving summative evaluations (i.e., probationary teachers and Continuing Contract teachers in Year 3), the minimum number of observations is to be met by May 15. For Continuing Contract teachers in Years 1 and 2, observations may be conducted through the last contract day as long as a post-conference (if applicable) is held.

Category	Goal Setting	Observations
Probationary Teachers (0-3 years) Teachers on an Improvement Plan	<input type="checkbox"/> Initial Goal Setting with Conference October 1 <input type="checkbox"/> Mid-year Review February 15 <input type="checkbox"/> End of Year Review of Progress with Conference May 15	<input type="checkbox"/> 2 Formal Observations <ul style="list-style-type: none"> ○ 1st Formal Observation -by October 30 ○ 2nd Formal Observation - by January 20 <input type="checkbox"/> 2 Informal Observations – by April 1 <input type="checkbox"/> Walkthroughs conducted at the discretion of the evaluator
Continuing Contract 1 st and 2 nd years	<input type="checkbox"/> Initial Goal Setting with Conference October 1 <input type="checkbox"/> End of Year Review of Progress with Conference May 15	<input type="checkbox"/> 2 Informal Observations – by April 1 <input type="checkbox"/> Walkthroughs conducted at the discretion of the evaluator
Continuing Contract 3 rd year and beyond	<input type="checkbox"/> Initial Goal Setting with Conference October 1 <input type="checkbox"/> End of Year Review of Progress with Conference May 15	<input type="checkbox"/> 1 formal Observations – by January 20 <input type="checkbox"/> Walkthroughs conducted at the discretion of the evaluator

Please note observation duration:

- Formal Observation is 30-45 minutes in duration
- Informal Observation is 10-15 minutes in duration
- Walkthroughs are 1-5 minutes in duration and are completed regularly at the discretion of the evaluator

Documentation

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation, including other sources of documentation, during a post-conference with the teacher. During this session, the evaluator reviews all information summarized on the Classroom Observation Form.

All forms will be completed and maintained in PowerSchool's Unified Talent Perform.

Sample Pre-Observation Inquiries

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

Sample Post-Observation Inquiries

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

DOCUMENTATION LOG (OPTIONAL)

The purpose of documentation is to provide evidence of professional practice related to the performance standards. The items provide evaluators with information they likely would not observe during the course of a typical school day. The emphasis is on the quality of work, not the quantity of materials presented. Specifically, the collected evidence provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an evaluator. Documentation can be attached to the forms in PowerSchool’s Unified Talent Perform.

Performance Standard	Examples
Professional Knowledge	Lesson plans, presentations, publications, anecdotal feedback
Instructional Planning	Unit plans, pacing guides, lesson plans, student performance examples of PBL results

STUDENT SURVEYS (OPTIONAL)

The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for professional growth and development. Student surveys are unique in that the teacher retains exclusive access to the results. The surveys are an optional data source that may be used at the discretion of the teacher. Although the surveys are an optional data source they provide teachers with valuable data that enables them to customize the learning to meet the needs of their students.

There are four versions of the student survey, designed to reflect developmental differences in students’ ability to provide useful feedback to their teachers: K-2, 3-5, 6-8, and 9-12. In the event that a different version of the survey is more appropriate for the students with whom you work, that version may be used. The Student Surveys and the accompanying Survey Summary Sheet provide a unique form of feedback by asking for students’ perceptions (see Part II: Forms). All surveys are completed anonymously to promote honest feedback.

Teachers who decide to use this data source, annually administer student surveys in the first half of the second grading period (i.e., before the interim progress report is issued) to all students. At the teacher’s discretion, questions may be added to the survey. The teacher retains sole access to the results of the student surveys, the one-page summary of the survey (see Part II) is an optional item included in the Documentation Log behind Performance Standard 5: Learning Environment.

INTEGRATING OF DATA

Some performance standards are best documented through classroom observation (e.g., Instructional Delivery, Learning Environment); other standards may require additional documentation techniques (e.g., Instructional Planning may necessitate review of the teacher’s lesson plans and Assessment may necessitate review of the teacher’s evaluation instruments). Therefore, multiple data sources are used. Table 4 shows the alignment of performance standard by data source.

Table 4: Aligning Multiple Data Sources with Performance Standards

Performance Standard		Goal Setting	Observation	Student Survey
1. Professional Knowledge		/	X	
2. Instructional Planning			/	
3. Instructional Delivery			X	O
4. Student Assessment of/for student learning		/	/	
5. Learning Environment			X	O
6. Culturally Resp Tchg/Equitable			/	
7. Professionalism (and Communication)			/	
8. Student Academic Progress		X	/	
NOTE: X indicates a strong relationship / indicates a relationship O denotes optional data source				

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

EVALUATION SCHEDULE

Probationary Teachers

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

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

For teachers hired after the orientation occurs, the principal is responsible for ensuring the new teacher receives an orientation to the Charlottesville City Schools' evaluation system and access to PowerSchool's Unified Talent Perform.

For all probationary teachers, the evaluator:

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

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

Continuing Contract Teachers

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

The evaluator may recommend a change in the evaluation cycle in the event that a Continuing Contract teacher is not meeting the performance standards.

DOCUMENTATION RECORDS

Documentation records should be maintained by both the teacher and the principal/evaluator for the entire evaluation cycle in PowerSchool's Unified Talent Perform. If the teacher transfers within Charlottesville City Schools, the documentation can be accessed by the receiving school's principal. At the end of an evaluation cycle, the evaluator submits the evaluation form in PowerSchool's Unified Talent Perform by May 15.

MAKING SUMMATIVE DECISIONS

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

DEFINITION OF RATINGS

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

Rating	Definition
Highly Effective	High quality performance: <input type="checkbox"/> In addition to meeting the standard...
Effective	Quality performance: <input type="checkbox"/> meets the requirements contained in the job description <input type="checkbox"/> demonstrates willingness to learn and apply new skills <input type="checkbox"/> exhibits behaviors that have a positive impact on students and the school climate
Approaching Effective	Inconsistent performance: <input type="checkbox"/> requires support in meeting the standard <input type="checkbox"/> results in less than quality work performance <input type="checkbox"/> leads to areas for professional improvement being jointly identified and planned between the teacher and evaluator
Ineffective	Poor-quality performance: <input type="checkbox"/> does not meet the requirements contained in the job description as in the evaluation criteria <input type="checkbox"/> may result in the employee not being recommended for continued employment

RATING PERFORMANCE

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

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations. They were introduced in the section on Identifying Teacher Performance Standards (p. 6). Examples of performance indicators for each performance standard may be found in Part III.

Performance Rubric

A performance rubric is provided for each of the eight teacher standards (see below for a sample; Part III includes rubrics related to each performance standard). The performance rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. It states the measure of performance expected for each expectation and provides a general description of what a rating entails. The rating scale is applied to the summative evaluation of all teachers. Evaluators make judgments about teacher's performance of the eight performance standards based on all available evidence. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their professional practice.

Example of a Performance Rubric Professionalism

<u>Highly Effective</u>	<u>Effective</u>	<u>Approaching Effective</u>	<u>Ineffective</u>
The teacher continually engages in a high level of professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	The teacher maintains a commitment to professional ethics and the mission of the school. The teacher takes responsibility for and participates in professional growth that results in enhancement of student learning.	The teacher inconsistently: participates in professional growth, activities, applies strategies and in professional growth activities, applies strategies and information from professional growth opportunities, serves the profession, and/or demonstrates professional judgment.	The teacher shows a disregard toward professional ethics or the school's mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.

After collecting information through observation, goal setting, student performance measures, and other relevant sources, the evaluator rates a teacher's performance for the summative evaluation. During the summative evaluation, the evaluators apply the four-level rating scale to evaluate performance on all teacher expectations (see Teacher Performance Summative Report in Part II: Forms). The results of the evaluation are discussed with the teacher at a summative evaluation conference.

Summative evaluations are to be completed by May 15 for probationary teachers and are conducted annually. For Continuing Contract teachers, evaluations take place at the end of a three-year evaluation cycle (by May 15). The summative evaluation for Continuing Contract teachers is based on all applicable data (e.g., Documentation Log and observation) collected during the three-year cycle. However, if a continuing contract teacher is not meeting performance standards (at any point in the cycle) or is fulfilling a performance Improvement Plan (see next page), the evaluation cycle will vary. If non-renewal of contract for a teacher is anticipated, the summative evaluation occurs by February 15. The administrator submits all signed Teacher Performance Summative Reports in PowerSchool's Unified Talent Perform by June 30.

IMPROVING PERFORMANCE

PLACEMENT

If a teacher's performance does not meet the expectations established by the Charlottesville City Schools, the teacher is placed on an Improvement Plan (see Improvement Plan Form in Part II: Forms).

An Improvement Plan is a tool that evaluators may use at any point during the year for teachers whose professional practice would benefit from additional supports. It is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources.

IMPLEMENTATION

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

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

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

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

Assistance may include:

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

RESOLUTION

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

1. Sufficient improvement has been achieved: The teacher is no longer on an Improvement Plan.
2. Partial improvement has been achieved but more improvement is needed: The teacher remains on an Improvement Plan.
3. Little or no improvement has been achieved: The teacher is recommended for dismissal or non-renewal of contract.

PART II
INTRODUCTION

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

Items Used as Evidence of Work Performance

Form	Completed by	
	Evaluator	Teacher
Goal Setting — explanation and form	X	X
Classroom Observation forms	X	
OPTIONAL Documentation Log		X
OPTIONAL Student Surveys		X
Teacher Summative Performance Report	X	
Improvement Plan	X	

GOAL SETTING

Goal Setting Explanation

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

Examples of Data Sources for Student Achievement

Criterion- and Norm-Referenced Tests

- Advanced Placement Tests
- IB Tests
- Behavioral Assessment Scale for Children (BASC)
- Virginia SOL
- PLATO
- ACT
- PSAT SAT, SATII
- KTEAII
- Woodcock Johnson
- PALS/DRA/QRI
- VAAP
- VGLA/VSEP
- WIAT
- Stanford 10
- PALS
- SRI-Language Arts Unified Assessment (K-12)
- Local Term Test

Benchmark Tests

- Teacher-made benchmark test based on the standards
- P.A.C.E.R.

Teacher Assessment

- On/above/below grade level reporting
- Quizzes
- Tests
- Authentic assessments/portfolios/writing samples/running records
- Grade analysis by nine weeks/interim reports
- Semester/end-of-course examinations
- Pre-/posttests
- Conference logs
- Word Analysis (Words Their Way)
- Compass
- Writing predictor

School Records

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

IV. Write SMART goal statement: Describe what you want students to accomplish.

A. Select an emphasis for your goal focusing on the classroom/teacher level

B. Develop 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 for Improvement

- Modified teaching arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of instructional strategies
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Team teaching; collaborative teaching

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

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

PART II

FORMS

(All forms are electronically stored in PowerSchool's Unified Talent Perform.
The physical appearance looks different then what is shared in this handbook)



Goal Setting for Student Academic Progress Form

Teacher _____ School _____

Directions

This form is a tool to assist teachers in setting a goal that results in measurable student progress. Enter information electronically into the cells. The boxes will expand to fit the text.

I. Setting (Describe the population and special learning circumstances)		
II. Content Area (Specify the area/topic addressed based on student achievement, data analysis, or observational data)		
III. Baseline Data (Establish where the students are now?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want students to accomplish)		
V. Means for Attaining Goal (Activities used to accomplish the goal)		
Strategy	Measurable By	Target Date
VI. Mid-Year Review (Describe goal progress)	Mid-year review conducted on _____ Initials _____	
VII. End-of-Year Data Results (Accomplishments at the end-of-year)	<input type="checkbox"/> Data attached	

Goals are due by September 30th to the evaluator/principal

Teacher's Signature/Date of Initial Goal Submission _____

Administrator's Signature/Date of Initial Review of the Goal _____

End-of-Year Review

Check if no review conference was held because you are a Continuing Contract teacher in Years 1 or 2 of the three-year evaluation cycle

Teacher's Signature/Date _____

Administrator's Signature/Date _____

Classroom Observation Form



Teacher: _____
Time: _____

Date: _____

Type of Observation

Formal

Informal

This form focuses on performance standards that likely will be observed during an observation.

<p>1. PROFESSIONAL KNOWLEDGE The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students.</p> <p>2. INSTRUCTIONAL PLANNING The teacher plans for the use of appropriate curricula, instructional strategies and resources to address the needs of all students.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>
<p>3. INSTRUCTIONAL DELIVERY The teacher promotes student learning by addressing individual learning differences and using effective instructional strategies.</p> <p>4. ASSESSMENT and/or STUDENT LEARNING The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>
<p>5. LEARNING ENVIRONMENT The teacher uses resources, routines, and procedures to provide a positive, safe, student- centered environment that is academically challenging and respectful.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>
<p>6. CULTURALLY RESPONSIVE TEACHING & EQUITABLE PRACTICES The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students, families and staff.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>
<p>7. PROFESSIONALISM The teacher maintains a commitment to professional ethics and the mission of the school. The teacher takes responsibility for and participates in professional growth that results in enhancement of student learning.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>
<p>8. STUDENT ACADEMIC PROGRESS The work of the teacher results in acceptable, measurable student progress.</p>	<p>SPECIFIC EXAMPLES:</p> <p>SPECIFIC EXAMPLES:</p>

Observer's Signature: _____

Evidence and Notes can be attached.



Observation-Related Conference Record

Type of Observation

- Formal
- Informal
- Walk Through

Teacher: _____ School: _____

Directions: This form is to be attached to the classroom observation form. Evaluators use this form with teachers to document pre- and/or post- observation conferences. Suggested prompts to guide the pre-conference are provided. A copy of the form is to be given to the teacher.

Pre-Conference

- When would you like me to come?
- The minimum length for a formal observation is 30 minutes. Would you like me to plan to stay longer based on the lesson you have planned?
- What will you have done instructionally with students in the days prior to the observation?
- Describe the class that I will be observing.
- What will I see?
- What instructional methods will be used?
- What aspects of your teaching would you like me to focus upon?
- How does this aspect relate to the goal you set for the year?
- What are your needs?

Not Applicable Date Held If Applicable _____

Teacher Waived the Pre-Conference

Teacher email waiving the pre-conference is attached or
Teacher Initials _____

Post-Conference

Not Applicable Date Held If Applicable _____

- What do you think went well during the lesson I observed?
- What would you do differently the next time?
- What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?
- How did you address students who needed more time to fully understand/master the concept being taught?
- How well did the students' learning reflect your intended learning outcomes?
- φ How did the data from pre-assessments influence this lesson?
- φ What goal did you set this year for student achievement? How are your students progressing on that goal?

Teacher Waived the Post-Conference

Teacher email waiving the post-conference is attached or
Teacher Initials _____

COMMENTS

RECOMMENDATIONS

Administrator's Signature _____ Date _____

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

Teacher's Signature _____ Date _____

OPTIONAL: Teacher comments attached



OPTIONAL: Documentation Log Description

What is a Documentation Log?

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system.
- is limited to the required documentation listed within each performance standard section.
- is a work in progress and is to be continually maintained throughout the evaluation period?
- should be user-friendly (neat, organized).
- remains in your possession except when reviewed by your evaluator.
- should be available at each evaluation meeting.
- belongs to you (even if you change schools or leave the school division).

For how long is documentation kept?

For probationary teachers the Documentation Log contains items relevant to the entire probationary period (1-3 years depending on the teacher's status). Thus, when a teacher achieves continuing contract status, the Documentation Log is emptied for the start of the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: Parent Contact Log).

All documentation can be kept in PowerSchool's Unified Talent Perform as an attachment. The History and record of previous years from 2014 to present.

Continuing Contract teachers on a three-year evaluation cycle maintain the Documentation Log for one year and empty it annually upon receiving the administrator's initialing of the document review.

Items that could be considered

Performance Standard 2. Instructional Planning

- Sample lesson or unit plan reflecting the use of pre-assessment data provided in the assessment section (4) of the Documentation Log

Performance Standard 3. Instructional Delivery

- Copies of observations

Performance Standard 4. Assessment of/for Student Learning

- One example of pre- and post-assessment data (e.g., specific unit, content area, skill set)

Performance Standard 5. Learning Environment

- Survey summary

Performance Standard 6. Culturally Responsive Teaching & Equitable Practices

- The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Performance Standard 7. Professionalism

- Professional development log (teachers may submit recertification points progress summary)
- Parent contact log and conference log (teachers may print off records from various systems)

Performance Standard 8. Student Academic Progress

- Academic goal setting form
- Documentation of student progress related to the goal set on the academic goal-setting form



Student Survey Summary (OPTIONAL)

Teacher's Name _____ School Year _____

Grade _____ Subject _____

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

How many surveys did you distribute? _____

How many completed surveys were returned? _____

Reflections on survey data



Charlottesville City Schools
K-2 Student Survey

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

Teacher	School Year		
	YES	SOMETIMES	NO
Example: I like pizza.			
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows me how to do new things.			
4. I know what I am supposed to do in class.			
5. I am able to do the work in class.			

6. I learn new things in my class.



7. I feel safe in my classroom.



COMMENTS:



Charlottesville City Schools

3-5 Student Survey

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

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

COMMENTS



Charlottesville City Schools

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 checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher’s Name	School Year	Class Period
----------------	-------------	--------------

	YES	SOMETIMES	NO
Example: I like listening to music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. My teacher creates a classroom environment that allows me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher encourages me to evaluate my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My teacher allows me to demonstrate my learning in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teacher gives clear instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My teacher shows respect to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher is available to help outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My teacher returns my graded work quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher relates lessons to other subjects or the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher respects different opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher uses a variety of activities in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My teacher encourages all students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. My teacher expects me to be successful.

13. My teacher knows about his/her subject.

14. I get helpful feedback from my teacher.

COMMENTS:



Charlottesville City Schools

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 checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher's Name	School Year	Class Period		
		YES	SOMETIMES	NO
Example: I like listening to music.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this class, my teacher ...				
1.	gives clear instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	treats everyone fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	is willing to provide help outside of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	clearly states the objectives for the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	grades my work in a reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	relates the lesson to other subjects or the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	allows for and respects different opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	encourages all students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	uses a variety of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| 10. | communicates in a way I can understand. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | manages the classroom with a minimum of disruptions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | shows respect to all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | makes sure class time is used for learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | clearly defines long-term assignments (such as projects). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | sets high expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | helps me reach the high expectations she/he sets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | communicates honestly with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:



Teacher Performance and Summative Evaluation Report

Employee _____ School _____

Grade/Subject _____ School Year(s) _____

Contract Status: Probationary Continuing Contract

Directions

Evaluators use this form at the end of the school year¹ to provide the teacher with an assessment of performance. The teacher should receive a copy of the form at the end of each evaluation cycle. Standards checked as “approaching effective” or “ineffective” must identify areas of need in the comments’ section of the standard and examples of support/expectations. Rating: Highly Effective, Effective, Approaching Effective, Ineffective.

Performance Standard 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students.

Comments

Performance Standard 2. Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies and resources to address the needs of all students.

Comments

¹ Evaluators should complete the summative performance report prior to February 15 for probationary teachers or for teachers whose contracts might not be renewed.

Performance Standard 3. Instructional Delivery

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

Performance Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

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.

Performance 6: Culturally Responsive Teaching & Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Performance Standard 7. Professionalism

The teacher maintains a commitment to professional ethics and the mission of the school. The teacher takes responsibility for and participates in professional growth that results in enhancement of student learning. The teacher communicates effectively with students, school personnel, families, and the community to enhance, promote, and advocate for student learning.

Comments

Performance Standard 8. Student Academic Progress

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

Comments

Strengths:

Areas for Growth:

Evaluator's Signature

Teacher's Signature

Date

Date

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

OPTIONAL Teacher comments attached
Revised 08/2021



IMPROVEMENT PLAN

Teacher

School

Evaluator's Signature/Date Initiated

Teacher Signature/Date Initiated

Performance standard(s) requiring improvement:

Objectives and strategies for improvement¹:

Performance Objective	Procedures/Resources/Assistance Provided	Target Dates

Results of improvement plan:

Performance Objective	Comments	Review Dates

Recommendation based on outcome of Improvement Plan:

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

Evaluator's Signature/Date Reviewed	Teacher Signature/Date Reviewed
_____	_____

PART III
PERFORMANCE STANDARDS AND INDICATORS

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students.

Sample Performance Indicators

The Curriculum

The teacher:

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and higher-level thinking skills in instruction.
- Links present content with past and upcoming learning experiences, other subject areas, and real-world experiences and applications.

Subject Content

The teacher:

- Demonstrates accurate knowledge of subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.

Developmental Needs of Students

The teacher:

- Demonstrates an understanding of the intellectual, social, emotional, and physical developmental of the age group.

Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students.	The teacher inconsistently demonstrates understanding in the area(s) of curriculum, content, or student development; or inconsistently uses the knowledge for effective instruction.	The teacher bases instruction on information that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

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

Performance Standard 2: Instructional Planning

The teacher plans for the use of appropriate curricula, instructional strategies and resources to address the needs of all students.

Sample Performance Indicators

The teacher:

- Identifies and plans differentiated instruction to meet the needs of all students (e.g., students with disabilities, high-achieving and identified gifted students, English Language Learners).
- Develops plans that are clear, logical, sequential, and integrated across the curriculum-long-term goals, lesson plans and syllabi (pacing guide).
- Matches content/skills taught to overall curriculum scope and sequence.
- Evaluates and modifies curricular materials for accuracy, timeliness, and student interest.
- Evaluates and modifies instructional materials for accuracy, timeliness, and student interest.
- Designs coherent instruction based upon appropriate knowledge of subject matter, students, the community, and curriculum standards and goals.
- Ensures substitute lesson plans are timely, appropriate, clear, and accompanied by needed resources.

Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher plans for the use of appropriate curricula, instructional strategies and resources to address the needs of all students.	The teacher inconsistently uses appropriate curricula, instructional strategies, and resources during the planning process to address the needs of all students.	The teacher rarely uses appropriate curricula, instructional strategies and resources during the planning process to address the needs of students.

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

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

The teacher:

- Incorporates a variety of research-based teaching methods and instructional strategies in lessons.
- Uses appropriate materials, technology, and resources.
- Provides learning experiences that engage, challenge, motivate, and actively involve the learner.
- Teaches essential knowledge and develops students' critical thinking and problem-solving skills.
- Makes learning relevant by connecting students' prior knowledge and experiences to the learning process.
- Differentiates instruction based on individual needs of all students (e.g., students with disabilities, high-achieving and identified gifted students, special education, English Language Learners).

Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher optimizes student opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	The teacher promotes student learning by addressing individual learning differences and by using effective instructional strategies.	The teacher inconsistently addresses individual learning differences and/or use effective instructional strategies.	The teacher rarely delivers effective instruction.

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

Performance Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback.

Sample Performance Indicators

The teacher:

- Uses a variety of pre-assessment data to design instruction that meets students' current needs and documents students' learning.
- Assesses student performance based on instructional standards.
- Uses a variety of informal and formal assessments.
- Provides timely and informative feedback to students, parents/guardians, and school personnel.
- Collects and maintains assessment data records.
- Analyzes and interprets data.
- Uses data analysis and interpretation to guide instructional decisions.
- Helps students monitor, assess, and reflect on their work.

Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher regularly selects/develops and uses valid formative assessments, and teaches students how to monitor their own progress.	The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely or constructive feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

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

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

The teacher:

- ❑ Establishes rapport, trust, and respect.
- ❑ Models caring, fairness, courtesy, respect, active listening, and enthusiasm for learning.
- ❑ Assists students in planning and organizing for assignments, long-range projects and tests.
- ❑ Recognizes and fosters appreciation of diversity and teamwork.
- ❑ Engages students in the learning process.
- ❑ Implements classroom and school rules, procedures, and routines in an effective, fair, and consistent manner.
- ❑ Maximizes instructional time.



Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher creates a dynamic environment where learning is maximized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student centered, academic environment that is conducive to learning.	The teacher inadequately address student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

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

NEW! Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

The teacher

6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.

6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.

6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Highly Effective	Effective*	Approaching Effective	Ineffective
<p>The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</p>	<p>The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</p>	<p>The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</p>	<p>The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.</p>

Performance Standard 7: Professionalism

The teacher maintains a commitment to professional ethics and the mission of the school. The teacher takes responsibility for and participates in professional growth that results in enhancement of student learning. The teacher communicates effectively with students, school personnel, families, and the community to enhance, promote, and advocate for student learning.

Sample Performance Indicators

Ethical Behavior

The teacher:

- Respects and maintains confidentiality.
- Maintains a positive pattern of professional behavior.
- Performs assigned duties.
- Follows policies and procedures.

Professional Growth

The teacher:

- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning.
- Sets goals for improvement of skills and professional performance.
- Incorporates learning from professional growth opportunities into instructional practice.

Professional Contributions

The teacher:

- Serves on school and/or division committees.
- Is an active participant in school improvement efforts?
- Works and contributes in a collaborative manner with the school community to enhance student learning.

Communication

The teacher:

- Uses understandable language and acceptable forms of oral and written communication.
- Initiates two-way and engaging communication.
- Communicates with students and parents/guardians regarding student expectations, progress, or concern in a timely and confidential manner.
- Responds to concerns and/or problems in a timely and constructive manner, maintaining confidentiality.
- Demonstrates sensitivity to the social and cultural background of students, parent and others.
- Models various effective communication strategies.
- Adheres to school and district policies regarding communication of student information.

- Supports, promotes, and communicates the mission, vision, and goals of the school and school district.

Highly Effective	Effective*	Approaching Effective	Ineffective
The teacher continually engages in high level of professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	The teacher maintains a commitment to professional ethics and the schools' mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.	The teacher inconsistently practices professional ethics and support the school's mission, seldom participates in professional growth opportunities or inconsistently communicates with students, families, colleagues and community.	The teacher rarely appropriate curricula, instructional strategies, and resources during the planning process to address the needs of students.

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

Performance Standard 8: Student Academic Progress

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

Sample Performance Indicators

The teacher:

- Sets measurable and appropriate achievement goals for student progress.
- Collaborates with colleagues in order to improve students' performance.
- Provides evidence of attaining acceptable student progress.
- Provides evidence of timely and appropriate intervention strategies for individual students who are not making adequate progress.

Highly Effective	Effective*	Approaching Effective	Ineffective
The instructional efforts of the teacher result in a high level of student progress with all populations of learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.

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

UNIFIED TALENT PERFORM

Greetings Educator and Welcome to Unified Talent Perform!

Charlottesville City Schools uses this system for performance management. A copy of this Handbook can be found

<http://charlottesvilleschools.org/home/about-ccs/departments/human-resources/current-employee-human-resources-information/>

You may use any desktop, laptop, iPad or tablet using Chrome, Firefox, or Internet Explorer 8 or higher with javascript enabled browser to access the system.

To get started, you will need to use this link to access the program:

<https://charlottesvilleva.tedk12.com/sso/Account/Login?ReturnUrl=%2Fsso%2F>

Logging on

To log on, use your full CCS login as your Username. If logging in for the first time, click on “Logging in for the first time?” (as shown below). You will be asked to enter your email address and will be sent a message to your INBOX to reset your password. Follow the directions to set your password.

Four Products. One Login.
Introducing an easier way to access all of your TalentEd products.

Username
Password

Sign In

Remember username on this computer

→ Logging in for the first time?
Forgot your password?

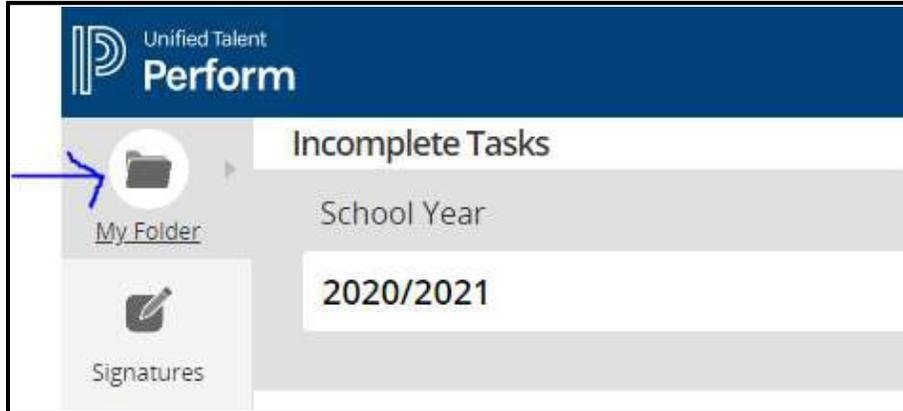
If you are an applicant and have reached this page in error, please go to our Careers Homepage.

Discover
Recruit & Hire
Perform
Records

You will never be asked to reset your password and the system does not store them, so feel free to change your password as needed. To change your password, Click on “Forgot your password” on the log in page (as shown above) and follow the directions provided in an email.

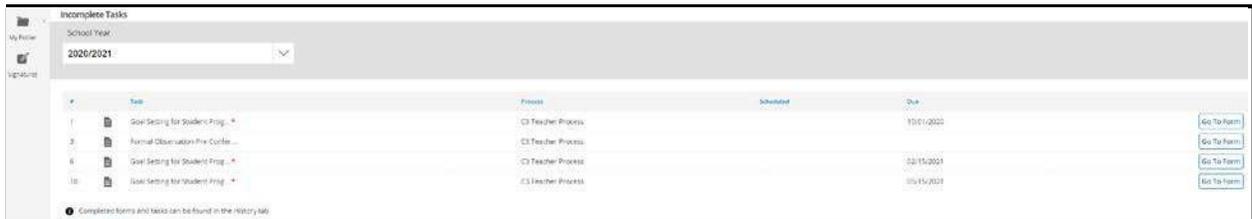
Next Steps

Once inside the system you will immediately start your evaluation process from the “My Folder” icon located on the right hand side of the page.

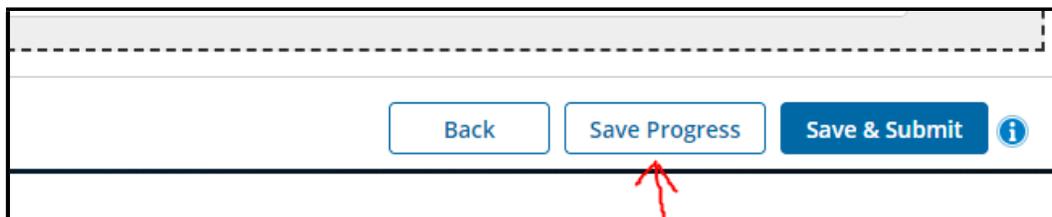


TPA Process

All of the steps should be listed on your screen. To access a step click on “Go To Form”. If you do not see the button, see your Administrator as the form has not yet been shared with you.



When you access the form, complete the appropriate sections. The system does not save automatically so occasionally, click “Save Progress”.



“Save and Submit” will lock your form so it should only be used after completing the final version. If you need to access your forms if they “locked” please contact Human Resources.

For questions, contact Human Resources by:

EMAILING humanresources@charlottesvilleschools.org

CALLING 434-245-2956

SUBMITTING your question(s) directly in the PowerSchool's UnifiedTalent Perform system as shown below. The contact button is located at the top right of your screen once you have logged on.

