Teacher Performance Evaluation

Review of Handbook
Teacher Performance Evaluation Handbook

- Original document created and approved June, 2012
- Committee convened last spring to review our documents, processes, and procedures
- Committee agreed we had some redundancy in processes and that documents needed to be modified
- Reviewed documents from other school divisions and recommended modifications
- Handbook was revised effective August 31, 2016

*All documents and requirements are based on the Virginia Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*
Evaluation Purposes

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

- The Virginia Guidelines define professional performance using two-tiers:
  - Performance Standards
  - Performance Indicators
    - Examples of work conducted within the standard
    - Provide guidance but not an all-inclusive list

- Within some standards the committee also identified MCPS Look-Fors that reflect our instructional framework (LFS) and our division mission and values.

- Ratings for each standard are as follows:
  - Exceeding Standard, Meeting Standard, Approaching Standard, Not Meeting Standard
  - ***Meeting Standard is the expected level of performance***
Performance Standard 1: Professional Knowledge

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

Performance Indicators
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 an 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.

MCPS Look-Fors:
- Assessments and assignments are aligned to the state/curriculum standards.
- Teacher communicates and effective incorporates instruction of accurate and relevant content and vocabulary.
- Teacher utilizes technology, resources, and techniques appropriate to the content area.
- Uses a variety of questioning techniques to clarify and extend student understanding.

<table>
<thead>
<tr>
<th>Exceeding Standard</th>
<th>Meeting Standard</th>
<th>Approaching Standard</th>
<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
</tr>
</tbody>
</table>
Performance Standard 2: Instructional Planning

**Performance Standard 2: Instructional Planning**

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

**Performance Indicators**

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.

**MCPS Look-Fors:**

- Lesson Essential Question accurately reflects state standards.
- Lesson plans include activating and learning strategies that enable all students to learn.
- Lesson/Acceleration/Preview plans are used throughout the school year for short and long range planning.
- Incorporates higher order thinking and questioning into the lesson.

**Performance Standard 2: Instructional Planning continued**

<table>
<thead>
<tr>
<th>Exceeding Standard</th>
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<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</td>
<td>The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</td>
<td>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</td>
</tr>
</tbody>
</table>
Performance Standard 3: Instructional Delivery

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

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

MCPS Look-Fors:
- Students’ understanding, critical thinking, and/or ability to make connections to other content areas, real-life experiences and/or previous learning are consistently activated.
- Lesson Essential Question is used to introduce the lesson and referred to throughout the lesson.
- Uses questioning strategies that lead to student understanding of concepts and content taught.
- Uses a variety of formative assessment techniques that reflect lesson objectives and learning targets. Examples include but are not limited to: summarizing activities, exit tickets, Socratic Seminar, non-verbal checks, student discussions, thumbs up or down, individual white boards, warm-ups, collaborative pairs

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<table>
<thead>
<tr>
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<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher’s instruction inadequately addresses students’ learning needs.</td>
</tr>
</tbody>
</table>
Performance Standard 4: Assessment of and for Student Learning

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

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

**Performance Indicators**

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.

**MCPS Look-Fors:**

- Assignments are grade-level appropriate, reflect the lesson learning goals, and incorporate writing.
- Data is consistently and effectively used to plan instruction.
- Student assessments are aligned with the instructional framework and curriculum standards.

<table>
<thead>
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<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.</td>
<td>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</td>
<td>The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.</td>
<td>The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.</td>
</tr>
</tbody>
</table>
Performance Standard 5: Learning Environment

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

Performance Indicators
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.

MCPS Look-Fors:
- The classroom is arranged to facilitate use of frequent, various collaborative pairs.
- Teacher creates an observable student-centered environment and intentionally promotes active student engagement.
- The observable layout of the classroom reflects meaningful consideration of safety, instruction, and community.

<table>
<thead>
<tr>
<th>Exceeding Standard</th>
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<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>
Performance Standard 6: Professionalism

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

Performance Indicators

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

<table>
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<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher continually engages in a high level of personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.</td>
<td>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</td>
<td>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</td>
<td>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>
Standard 7:  
Student Academic Progress

**Performance Standard 7: Student Academic Progress**

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

**Performance Indicators**

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state provided growth measure when available, as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

<table>
<thead>
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<th>Approaching Standard</th>
<th>Not Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all types of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all learners taught by the teacher.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>
Overview of the Evaluation Cycle

- Teachers are either in a summative or non-summative cycle.
- Probationary teachers are assigned to the summative cycle.
  - Usually the first 3 years of teaching.
- Continuing contract teachers are in the summative cycle once every three years and are identified accordingly. Example:

<table>
<thead>
<tr>
<th>TalentEd Abbreviation</th>
<th>Term</th>
<th>Last Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Summative</td>
<td>SY 13 - 14</td>
</tr>
<tr>
<td>I1</td>
<td>Interim One</td>
<td>SY 14 - 15</td>
</tr>
<tr>
<td>I2</td>
<td>Interim Two</td>
<td>SY 15 - 16</td>
</tr>
<tr>
<td>S</td>
<td>Summative</td>
<td>SY 16 - 17</td>
</tr>
<tr>
<td>I1</td>
<td>Interim One</td>
<td>SY 17 - 18</td>
</tr>
<tr>
<td>I2</td>
<td>Interim Two</td>
<td>SY 18 - 19</td>
</tr>
</tbody>
</table>

- Administrators have discretion to assign continuing contract teachers to the summative cycle during any cycle year.
Required Components

**Summative Cycle Components:**
- Goal Setting for Student Progress Form
- Observation Report
  - Probationary
    - 2 announced observations
    - 1 unannounced observation
  - Continuing Contract
    - 1 announced observation
    - 1 unannounced observation
- Mid-Year Performance Report
- Student Survey
- Documentation Log
- Parent Communication Log
- Summative Evaluation Report

**Non-Summative Cycle Components:**
- Goal Setting for Student Progress Form
- Observation Report
  - 1 unannounced observation
Goal Setting for Student Progress

- All teachers develop two student progress goals
- The evaluator and teacher meet to discuss data and review goals
- Progress goals must be finalized and approved by October 31
- Goals are developed using SMART:

| Specific: | The goal is focused, for example, by content area, by learners’ needs. |
| Measurable: | An appropriate instrument/measure is selected to assess the goal. |
| Appropriate: | The goal is within the teacher’s control to effect change. |
| Realistic: | The goal is feasible for the teacher. |
| Time bound: | The goal is contained within a single school year. |

- Goals are developed using the Goal Setting for Student Progress Form
# Evaluation Schedule

## MCPS Teacher Performance Evaluation Schedule

<table>
<thead>
<tr>
<th>Date of Completion-No Later Than</th>
<th>Probationary</th>
<th>Continuing Contract</th>
<th>Continuing Contract - Summative</th>
<th>Task or Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before October 31</td>
<td>Student progress goal meeting and goals finalized</td>
<td>Student progress goal meeting and goals finalized</td>
<td>Student progress goal meeting and goals finalized</td>
<td>Goal setting for Student Progress Form</td>
</tr>
<tr>
<td>Before November 30</td>
<td>1st Announced Observation (optional pre-conference; mandatory post-conference)</td>
<td>Observation Report</td>
<td>Observation Report</td>
<td></td>
</tr>
<tr>
<td>Before February 15</td>
<td>Unannounced Observation (mandatory post-conference)</td>
<td>1st Announced Observation (optional pre-conference; mandatory post-conference)</td>
<td>Observation Report</td>
<td></td>
</tr>
<tr>
<td>Before February 15</td>
<td>Complete student survey</td>
<td>Complete student survey</td>
<td>Complete student survey</td>
<td>Student Surveys and Student Survey Summary Form</td>
</tr>
<tr>
<td>Before February 15</td>
<td>Mid-year review of student progress goals, Review documentation log, Mid-Year Performance Report</td>
<td>Mid-year review of student progress goals, Review documentation log, Mid-Year Performance Report</td>
<td>Mid-year review of student progress goals, Review documentation log, Mid-Year Performance Report</td>
<td>Goal Setting for Student Progress Form, Documentation Log, Mid-Year Performance Report</td>
</tr>
<tr>
<td>Before April 30</td>
<td>2nd Announced Observation (optional pre-conference; mandatory post-conference)</td>
<td>Unannounced Observation (mandatory post-conference)</td>
<td>Unannounced Observation (mandatory post-conference)</td>
<td>Observation Report</td>
</tr>
<tr>
<td>At least ten (10) calendar days prior to the last student day on the calendar</td>
<td>Submission of student progress goals and documentation log</td>
<td>Submission of student progress goals and documentation log</td>
<td>Submission of student progress goals and documentation log</td>
<td>Goal Setting for Student Progress Form, Documentation Log</td>
</tr>
<tr>
<td>Due by one day prior to the last student day</td>
<td>Summative evaluation including end of year review of student progress goals</td>
<td>End of year review of student progress goals</td>
<td>Summative evaluation including end of year review of student progress goals</td>
<td>Goal Setting for Student Progress Form, Summative Evaluation Report</td>
</tr>
</tbody>
</table>
Making Summative Decisions

- Administrators make decisions about performance based on all available evidence:
  - observations, goal setting, the Documentation Log and other relevant sources
- The summative evaluation will represent where the “preponderance of evidence” exists, based on various data sources.
- Each standard is rated and these combine to determine the Summative Evaluation overall rating
  - Standards 1-6 are each 10% of the evaluation
  - Standard 7 counts as 40% of the evaluation
    - Combination of SMART goals as well as other data measures
Improving Professional Performance

- Supporting teachers is essential to school success
- Two tools commonly used are the Support Dialogue and the Performance Improvement Plan

<table>
<thead>
<tr>
<th></th>
<th>Support Dialogue</th>
<th>Performance Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.</td>
<td>For teachers whose work:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Is Not Meeting Standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Several standards are Approaching Standard</td>
</tr>
<tr>
<td><strong>Initiates Process</strong></td>
<td>Site administrator, or teacher</td>
<td>Site administrator/evaluator</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Form provided: None</td>
<td>Form required: Performance Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>Memo or other record of the discussion/other forms of documentation at the building/worksite level (may be used as documentation for Performance Improvement Plan)</td>
<td>Building/Worksite Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Resource Department is notified</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Performance improves to proficient – no more support</td>
<td>• Sufficient improvement – recommendation to continue employment</td>
</tr>
<tr>
<td></td>
<td>• Some progress – continued support</td>
<td>• Inadequate improvement – recommendation to non-renew or dismiss</td>
</tr>
<tr>
<td></td>
<td>• Little or no progress – the employee may be moved to a Performance Improvement Plan.</td>
<td>the employee</td>
</tr>
</tbody>
</table>
Forms and Logs

- All forms are completed through Talent Ed except:
  - Parent Communication Log
  - Student Surveys

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluator</td>
</tr>
<tr>
<td>Goal Setting for Student Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>Observation Report</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Log</td>
<td></td>
</tr>
<tr>
<td>Parent Communication Log</td>
<td></td>
</tr>
<tr>
<td>Student Surveys</td>
<td></td>
</tr>
<tr>
<td>K-2 Survey</td>
<td></td>
</tr>
<tr>
<td>3-5 Survey</td>
<td></td>
</tr>
<tr>
<td>6-8 Survey</td>
<td></td>
</tr>
<tr>
<td>9-12 Survey</td>
<td></td>
</tr>
<tr>
<td>Student Survey Summary Form</td>
<td></td>
</tr>
<tr>
<td>(must be completed; inclusion in Documentation Log with Standard 5: Learning Environment is optional)</td>
<td></td>
</tr>
<tr>
<td>Mid-Year Performance Report</td>
<td>✓</td>
</tr>
<tr>
<td>Summative Evaluation Report</td>
<td>✓</td>
</tr>
<tr>
<td>Performance Improvement Plan (if needed)</td>
<td>✓</td>
</tr>
</tbody>
</table>
Need More Information?

- The complete Teacher Performance Evaluation Handbook can be found on the division website under the Human Resources tab.
- There is also a Teacher Performance Evaluation Reference Guide that highlights the major components of evaluation.
  - Also found on the division website under the Human Resources tab
- Each teacher is highly encouraged to read the handbook and to access the handbook for reference when needed.
  - For teachers returning to the division, most forms have been modified so be sure to review the handbook too.