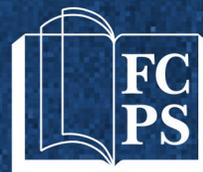# *Teacher*
PERFORMANCE EVALUATION PROGRAM HANDBOOK

August 2014

FC PS FAIRFAX COUNTY PUBLIC SCHOOLS

ACKNOWLEDGMENTS

REGULATIONS

The following FCPS regulations provide guidelines and procedures related to duties, responsibilities, and rights of employees related to performance and assessment.

Regulation 4440: establishes the standards and procedures by which employees are evaluated

Regulation 4428: establishes procedures for the use of the student opinion survey in teacher evaluation

Regulation 4461: governs the grievance procedure

Regulation 4293: defines grounds for dismissal

This handbook, which supplements the listed regulations, is intended as a reference for procedures and assessment tools utilized for the performance assessment and evaluation of teachers in FCPS.

Evaluators may make minor adjustments to the handbook's procedures and tools as necessary. Deviations from this handbook shall not result in the invalidation of a performance rating in as much as the evaluation substantially complies with the provisions of this handbook.

EVALUATION CYCLE

Annual contract teachers are evaluated each year until they receive continuing contract status. Continuing contract teachers are evaluated on a three-year cycle; that ordinarily means one year on summative evaluation and two years on formative evaluation.

When teachers transfer to a new work site, their evaluation cycle remains unchanged. However, an evaluator may elect to place any teacher in the formal evaluation cycle at any time.

At the beginning of each school year, the principal or program manager shall devote a portion of at least one total staff or faculty meeting to the process and procedures of assessment and evaluation. This meeting should be held within the first 30 calendar days of the teachers' school year. If new teachers are hired after the assessment orientation, the evaluator shall provide them with a similar introduction regarding the process.

The following groups of teachers are scheduled for formal evaluation:

- Teachers new to FCPS hired before November 1
- Teachers new to FCPS hired during the previous school year after October 31
- Teachers on annual contracts
- Teachers in the evaluation year of their three-year cycle
- Teachers returning to FCPS after more than a one-year leave of absence
- Teachers receiving a conditional reappointment during the previous school year
- Teachers placed on cycle by the evaluator
- Teachers on a one-year only contract
- Teachers who receive their National Board Certification or who plan to retire in their summative year will **NOT** be exempt from the FCPS summative evaluation

FOREWORD

The transforming power of an effective teacher is something almost all of us have experienced and understand on a personal level. If we were particularly fortunate, we had numerous exceptional teachers who made learning an adventure and school an exciting and vibrant place. Those teachers possessed a passion for the subjects that they taught and genuine care for the students with whom they worked. They inspired us to explore new ideas, to think deeply about the subject matter and the world around us, to take on more challenging work, and even to pursue careers in a particular field of study.

We believe – and we now know empirically – that of all school-related factors, teachers have the greatest impact on student success. Ultimately, however, the value and validity of claims that teachers matter most rest on the evidence that supports the claims. Do teachers make a difference in children's lives? If so, how much and how important are those differences? Is the impact of an effective teacher durable? Can reform succeed without, first, addressing teacher effectiveness?

Based on questions such as those posed above, there is renewed interest in the role of teacher evaluation as a fundamental aspect of school improvement. To a large extent, this interest in teacher evaluation comes from the realization that any significant improvement in schooling must have the teacher at its heart. And, just as there is a rational connection between school improvement and teacher performance, there is a necessary and rational connection between teacher improvement and teacher evaluation. So why bother with evaluating teacher effectiveness? It's because teachers matter extraordinarily to student learning. Without capable, highly effective teachers in America's classrooms, no educational reform effort can possibly succeed. Moreover, without high quality evaluation systems, we cannot know if we have high quality teachers

The primary purpose of the FCPS Teacher Performance Evaluation Program is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness and, then, to support quality teaching everyday in every classroom. The only way I know that schools can improve student achievement is to improve teacher effectiveness. If we can succeed in recruiting, supporting, assessing, and keeping capable teachers, we will go a great distance in improving our schools and, in turn, substantially embellishing the learning opportunities of students. It is to these ends that I trust the Fairfax teacher evaluation system will serve a viable and enduring role.

James H. Stronge

James H. Stronge is a Heritage Professor of Education for The College of William & Mary and President of Stronge and Associates Educational Consulting, LLC.

He was selected by VDOE to develop a system for evaluating teachers and administrators. His firm served as consultants on the initial development of the Teacher Performance Evaluation Program design and this handbook.

CONTENTS

INTRODUCTION AND PROCESS

The Fairfax County Public Schools (FCPS) Teacher Performance Evaluation Program was developed in accordance with the *Guidelines for Uniform Performance Standards and Evaluation* adopted by the Virginia Board of Education in 2011 and in collaboration with the 2011-2012 FCPS Teacher Evaluation Task Force.

The FCPS Teacher Performance Evaluation Program (TPEP) supports our district's student achievement goals and our charge from Leadership that all schools will establish Professional Learning Communities (PLCs) that employ Best Practices to raise the bar for all students and close the achievement gap.

This system provides a balance between structure and flexibility or in PLC terms, "tight and loose." The TPEP is "tight" or prescriptive in that it defines common purposes and expectations, which guides effective instructional practice. At the same time, it is "loose" in that it provides flexibility, which allows for creativity and individual teacher initiative.

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

This handbook and all resources related to teacher evaluation can be found on the FCPS intranet website on the Performance Evaluations page under Human Resources.
http://fcpsnet.fcps.edu/hr

Evaluation of Instructional Resource Professionals

This handbook applies to all teachers, including **Instructional Resource Professionals (IRPs).** The IRP category includes non-administrative education professionals who provide a multitude of support services to learners/clients to promote access and participation in the educational setting, and may include certified, licensed personnel who have specialized training. Learners/clients might include students, teachers, staff, parents, and/or the community.

The evaluation of IRPs generally follows the same process and guidelines as that of the traditional teacher. Where it differs, it has been noted here in the handbook and in the Job-Based Performance Standards/Key Elements/Matrices.

Instructional Resource Professionals include:

- Advanced Academic Resource Teachers
- Applied Behavior Analysis Coaches
- Assessment Coaches
- Audiologists
- Behavior Intervention Teachers
- Counselors
- Educational Diagnosticians
- International Baccalaureate (IB) Coordinators
- Librarians
- Nontraditional School Program–Lead Teacher
- Occupational Therapists
- Physical Therapists
- Resource Teachers (nonschool-based)
- School-Based Math Resource Teachers
- School-Based Technology Specialists
- Secondary Special Education Department Chairs
- Special Education Mentor Coaches
- Speech & Language Pathologists

Purposes and Characteristics

The primary purposes of the FCPS teacher performance evaluation program are to:

- Implement a performance evaluation system that supports a positive working environment featuring communication between the teacher and evaluator that promotes continuous professional growth and improved student outcomes.

- Promote self-growth through a variety of opportunities such as goal-setting, reflection, action research and professional development plans that contribute to instructional effectiveness and overall professional performance.

- Provide timely, constructive feedback to teachers to improve the quality of instruction and ensure accountability for classroom performance and teacher effectiveness.

- Support selection of staff, induction, staff development, leadership development, recognition, and retention.

- Support collaborative teams and processes that contribute to successful achievement of goals and objectives defined in the school division's education plan.

The distinguishing characteristics of the program are:

- A focus on the relationship between professional performance and improved learner academic achievement

- Key Elements for each Performance Standard

- Matrices for the seven standards that describe four levels of teacher performance

- 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

Essential Components

Clearly defined professional responsibilities for teachers constitute the foundation of the Teacher Performance Evaluation Program. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand job expectations.

The evaluation program uses a tiered approach to define the expectations for teacher performance consisting of seven standards and multiple Key Elements. Teachers will be rated on the Performance Standards using Performance Matrices. The relationship between these components is depicted in Figure 1.

Performance Standards

Performance Standards refer to the major duties performed by a teacher. Seven Performance Standards serve as the basis for the evaluation.

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

Key Elements

Key Elements provide examples of observable, tangible behaviors for each standard. They are examples of the types of performance that will occur if a standard is being successfully met. They help teachers
and their evaluators clarify job expectations. All Key Elements may not be applicable to a particular work assignment. In addition, four teaching positions have modified Key Elements.

Performance Matrices

A Performance Matrix is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. Each level is intended to be qualitatively superior to all lower levels.

Performance Matrices increase reliability among evaluators and help teachers focus on ways to enhance their teaching practice. They are designed to provide a holistic view of teacher performance and are not intended to be used as a checklist.

Using Performance Standard 1: Professional Knowledge as an example, a set of teacher Key Elements and the related Performance Matrix is provided in Figure 1.

Figure 1: **Essential Components**
A. Performance Standards
B. Key Elements
C. Matrices

A

PERFORMANCE STANDARD 1: Professional Knowledge

Professional Knowledge

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

B

Key Elements

Examples may include, but are not limited to the following.

The teacher:

1.1   Demonstrates a comprehensive understanding of subject content and curriculum standards.

1.2   Demonstrates knowledge of best practices.

C

Highly Effective	Effective	Developing OR Needs Improvement	Ineffective
Is expert in the subject area and has an understanding of current research in child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
Designs highly relevant lessons that will challenge and motivate all students and highly engage active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

Note: These Key Elements and Matrices are abridged; see your Job-Based Evaluation Supplement for complete Performance Standards/Key Elements/Matrices.

Important Clarifications

Key Elements
The list of Key Elements is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each Key Element.

Ratings
Ratings are NOT made at the Key Element level (B), but at the Performance Standard level (A).

Expectations
Effective is the expected level of performance. Teachers who earn a **highly effective** rating must meet the requirements for the **effective** level and go beyond it.

Self-Assessment

Self-assessment allows teachers to reflect upon and assess the effectiveness and adequacy of their performance, and is a key component for self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically. Evidence suggests that self-assessment is a critical component of the evaluation process and can help a teacher to target areas for professional development.

At the beginning of each school year, all teachers in their summative evaluation year will complete a *Teacher Self-Assessment* form noting their perceived areas of strength, growth, and development on the seven Performance Standards. Teachers will share their perceptions with their evaluators during the self-assessment/goal setting conference at the beginning of the year.

The *Teacher Self-Assessment* form is not used as an evaluation Data Source; however, the evaluator's written documentation from the self-assessment conference showing impact on student learning may be used as an optional Data Source.

Data Sources

Some Performance Standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Academic Progress entails a review of the goal). Multiple Data Sources are necessary to provide for a comprehensive and authentic "performance portrait" of the teacher's work.

Every year, every teacher is required to submit a *Goal Setting for Student Progress* form and maintain a Documentation Log. Additionally, all teachers in their summative year must have two observation Data Sources and a minimum of two other Data Sources. All written feedback serving as a Data Source must communicate the impact on student learning. These sources provide accurate feedback on teacher performance and may be used as part of the data collection process.

A minimum of two other Data Sources are required for teachers in their summative evaluation year. All written feedback serving as a Data Source must communicate impact on student learning. These sources provide accurate feedback on teacher performance and may be used as part of the data collection process.

Optional Data Sources may include:

- Additional Observations
- Student or Learner/Client Opinion Surveys
- Structured Interview
- Measures of Student Progress (for teachers) *or* Learner/Client/Program Progress (for IRPs)
- Other Relevant Information—see *Appendix A (B* for IRPs)

Observations

Observations provide evaluators with information on the wide variety of contributions made by teachers in the classroom or in the school community. Evaluators are encouraged to observe instructional and noninstructional activities at various times throughout the evaluation cycle.

Direct classroom observation is a way to collect information on teacher performance and to determine whether a teacher is meeting various Performance Standard expectations. Classroom observations may be formal or informal.

Informal or mini observations are generally unannounced visits of short duration. Informal classroom observations take place in the classroom and will be documented using one of the FCPS observation forms. Mini observations can take place anywhere in the instructional environment and do not have a form. Any brief written summary of the meeting or event may serve as documentation.

During a formal observation, the evaluator conducts a planned structured/semi-structured observation—either announced or unannounced—typically of a teacher who is presenting a lesson to or interacting with students. Although there is no specified duration of formal observations, it is highly recommended that the evaluator remain for the amount of time necessary to observe a complete lesson with a lesson transition. The observation should be documented using one of the FCPS observation forms.

A pre-conference may be conducted at the request of the teacher or the evaluator, and is strongly encouraged for teachers on an annual contract. All formal observations will include a post-observation conference for the evaluator to provide feedback to the teacher. During the session, the evaluator reviews all information summarized on the observation form as well as any other applicable documentation. One form copy is given to the teacher, and another is maintained in the local site file for the entire evaluation cycle to document professional growth and development.

Good to Know

Best Practices for timely feedback suggests the evaluator has communicated in writing with the teacher within two weeks and no longer than 30 calendar days after an observation or other data collection.

Documentation Log

The Documentation Log is a collection of teacher-identified artifacts that provide evaluators with evidence of performance (directly related to the standards) likely not gleaned from an observation. The Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an administrator. The evaluator, along with the teacher, will decide if certain artifacts are required to be included by the teacher and will discuss this at the goal-setting conference. The Documentation Log includes both evaluator-required artifacts and teacher-selected artifacts.

Documentation Log artifacts result from regular classroom instruction. The emphasis is on the quality of work, not the quantity of materials. It is a work-in-progress that should be updated regularly throughout the evaluation period (weekly/monthly). The artifacts may be kept as electronic files or in paper form and should be organized and stored all together.

The Documentation Log remains in the teacher's possession except when reviewed by the evaluator, and at the end of the year, when it may be retained by FCPS. A *Documentation Log Cover Sheet* should be maintained with the collection of artifacts. All artifacts must be listed under "Evidence Included" (the right column) on the *Cover Sheet*.

Evaluators will meet to review the Documentation Log at the midyear and end-of-year conferences for all teachers in their summative year. It should also be available for review at the evaluator's request. The Documentation Log is used to organize the multiple artifacts included in the teacher's evaluation.

Teachers in their formative years will submit their Documentation Log Cover Sheet at the end of year for review. Teachers on continuing contract will maintain their Documentation Log for the duration of their evaluation cycle, so it is important that they label the school year during which various artifacts were collected. *Appendices A & B* include lists of potential artifacts.

Student and Learner/Client Opinion Surveys

The purpose of the opinion survey is for middle and high school teachers to collect direct feedback from students/learners/clients that will help teachers reflect on their practice. The survey is conducted anonymously and may provide information not obtained in observations. The resulting data may influence teaching strategies in several standards. Middle and high school evaluators may require the use of opinion surveys.

When utilized, the survey is administered during the final month of one- and two-semester courses for at least one section of each course taught. Surveys may be administered at additional times. Teachers are free to add questions regarding specific classes or topics not covered in the sample survey. Information from the survey is confidential; however, teachers are free to present the results to their principal or program manager as they choose. The teacher may include a summary of the survey data in the Documentation Log. Samples of an opinion survey can be found in *Appendix D*.

Structured Interview

The structured interview is designed to gather information from the teachers about how their duties are performed. The *Structured Interview* forms have sample questions that may be used for this interview; however, evaluators are free to create questions of their own. Evaluators may select one or two questions pertaining to each standard, and will communicate a specified period of time (e.g., two weeks) for the teacher to respond in writing to those questions. The evaluator will consider the responses, conduct a conference, and provide written feedback to the teacher. This interview may be a component of the self-assessment conference at the beginning of the year. The questions may also be used at any other time.

Check Your Steps

Data Sources included in a Final Evaluation

1 *Goal Setting for Student Progress* Form

1 Documentation Log

2 Observation Data Sources:
 1 formal observation = **1** Data Source
 3 mini or informal observations = **1** Data Source

2 Other Data Sources

Other Relevant Information

Information pertaining to teacher performance may include, but is not limited to, written communication about the teacher, patterns of discipline referral and follow-up, requests for student placement, conference notes, a *Time on Task Chart* analysis, and a review of records. This information may include a review of teacher products or artifacts and a review of student/learner/client data. Data can be used for assessment provided they are shared with the teacher.

In addition, evaluators may use other relevant information pertaining to teacher performance as long as it is shared with the teacher in writing. Such information could include, but is not limited to, written communication about the teacher such as letters from parents, volunteers, business, and community representatives, citations from organizations, and memos from school system personnel.

A review of records may also provide relevant information. These records could include a teacher's plan book, grade book, portfolios, teacher-prepared materials, grading policy, class management plan, and student records.

Good To Know

All written feedback serving as a Data Source must communicate impact on student learning.

Measures of Student Progress

Depending on grade level, content area, and students' ability level, appropriate measures of student academic performance are identified to provide information on learning gains. Performance measures include standardized test results and other pertinent Data Sources. In conjunction with their evaluators, teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important Data Source for evaluation.

The *Virginia Department of Education Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation. These guidelines require that student academic progress account for 40 percent of an individual's summative evaluation. Quantitative measures of growth based on validated achievement measures that already are being used within FCPS should be the first data considered when determining the validity of growth measures. Additional measures of student progress may also be considered. See *Appendix C* for a list of possible assessments.

Goal Setting for Student Progress

FCPS' approach to linking student progress to teacher performance involves building the ability of teachers and evaluators to use student achievement data to set target goals for improvement. FCPS uses goal setting as the main measure to document student progress; goal setting and other measures of student progress will account for 40 percent of the teacher's evaluation in Standard 7.

Using assessment results, each FCPS teacher sets an annual goal for improving student progress. The goal and its attainment constitute an important evaluation Data Source.

The goal describes observable behavior and/or measurable results that will occur when it is achieved. Student Progress Goal Setting is designed to improve student learning. The intent is to:

- ◼ Make an explicit connection between teaching and learning
- ◼ Make instructional decisions based on student data
- ◼ Provide a tool for school improvement
- ◼ Increase the effectiveness of instruction via continuous professional growth
- ◼ Focus attention on student results
- ◼ Increase student achievement

Goal-Setting Process

The goal-setting process consists of determining baseline performance, developing strategies for improvement, monitoring progress, and assessing results at the end of the academic year.

Goal setting begins with identifying where students are in relation to what is expected of them. Then, in collaboration with their evaluator, teachers set specific, measurable goals based on both the demands of the curriculum and the needs of the students. Next, the teacher creates and implements strategies and monitors progress. During monitoring, teachers may adjust their teaching and learning strategies. Finally, the evaluator's summative judgment is made regarding student learning during a specific period of time. Figure 2 depicts these steps.

Figure 2:
Student Progress
Goal Setting Process

Step 1	Step 2	Step 3	Step 4	Step 5
Determine needs	Create specific learning goals based on pre-assessment	Create and implement teaching and learning strategies	Monitor student progress through on-going formative assessment	Determine student progress goal attainment
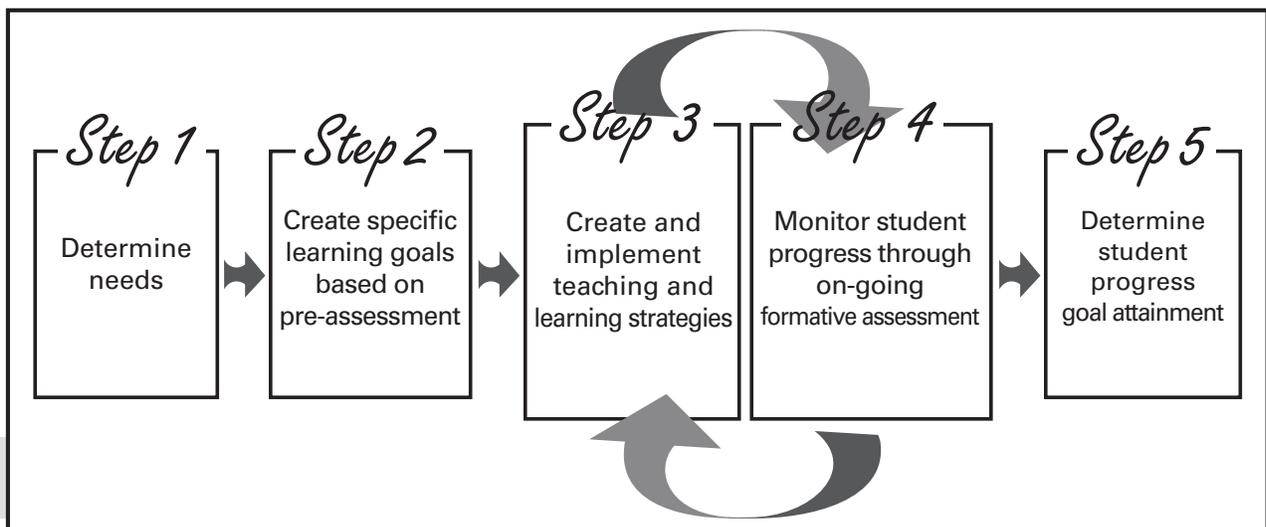
Developing a SMARTR Goal

Each year, all teachers create an evaluator-approved goal early in the school year and monitor student progress toward its attainment. The acronym **SMARTR** is a way to assess a goal's feasibility and worth:

- **S**trategic and **S**pecific—Aligned with schoolwide goals and focused on specific learning needs of all students
- **M**easurable—Quantitative, observable, consistent measure for grade/school level
- **A**ttainable—Doable yet challenging
- **R**esults-oriented—Identifies specific outcomes or targets for student progress
- **T**ime bound—Establishes a sense of priority or urgency for goal attainment
- **R**igorous—Has an appropriate level of rigor to demonstrate mastery of learning/program objective

The goal must be specific to the students that will be directly impacted/taught. The goal is set for only one defined group of students (elementary–one curricular area; middle and high school–one course section). It may reflect a Collaborative Learning Team-developed goal that is based on the team's analysis of their assessment data.

Figure 3:
Sample SMARTR Goals

High School Biology Sample Goal:

For the current instructional period, 100% of students in my period 3 will make measurable progress in biology. Each student will improve his or her pre-assessment raw score by 25 points on the post-assessment.

Elementary Mathematics Sample Goal:

In the current instructional period, 100% of my students will make measurable progress in mathematics problem solving as measured by a grade-level appropriate problem and rubric.

- Students scoring in Intensive range on pre-assessment will improve by at least 5 points during the year
- Students scoring in Benchmark range on pre-assessment will improve by at least 4 points during the year
- Students scoring in Advanced range will receive more difficult problems and will maintain or improve their current score

Middle School Special Education Reading Sample Goal:

For the current school year (include year), all my students will make measurable progress in reading comprehension as measured by the Diagnostic Online Reading Assessment (DORA). Based on their IEPs, goals are as follows:

- Student 1 (Grade 6): From mid-first to high-second
- Student 2 (Grade 7): From high-third to mid-fifth
- Student 3 (Grade 8): From low-fourth to mid-fifth
- Etc.

Middle School Science Sample Goal:

In the current school year, all students will make measurable progress in my Grade 6 Science class using a two part test (multiple choice & lab). All students will score at least 50% of the score needed to make a 100% on the post-assessment (for example, a student scoring a 60% on the pre-assessment will score an 80% on the post-assessment). Additionally, students scoring an 80% or above on the pre-assessment will engage in an enriched curriculum including experiments performed at a higher level of inquiry and with more advanced concepts.

Example formula: [(100 – pre-assessment) x 0.5] + pre-assessment = post-assessment

After drafting a goal using the *Goal-Setting for Student Progress* form, the teacher schedules a meeting with the evaluator to review available data from performance measures and discuss the proposed goal.

Measuring Goal Progress

Teachers set goals for improving student progress based on the results of performance measures. Student progress goals measure where the students are at the beginning of the year, where they are at midyear, where they are at the end of the year, and student growth over time.

Depending on grade level, content area, and learner's ability level, appropriate measures of performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent Data Sources. The following measurement tools are appropriate for assessing student progress:

- ◪ Criterion-referenced tests
- ◪ Norm-referenced tests
- ◪ Standardized achievement tests
- ◪ School-adopted interim/common/benchmark assessments
- ◪ Teacher-developed tests when created with a group of content experts
- ◪ Performance-based measures (e.g., learner portfolio, recitation, rubrics, performance)

In addition to teacher-generated measures of student performance gains, administrators may conduct schoolwide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons. As part of the *Goal Setting* form, teachers must identify strategies to achieve the goal. Examples of ways to monitor student progress can be found in *Appendix C*.

For many teachers, measures of student performance can be directly documented. A value-added—or gain score—approach that documents teacher influence on student learning can be used. This is summarized using the equation in Figure 4.

Figure 4: Gain Score Equation

$$\frac{\text{Student Learning End Result} - \text{Student Learning Beginning Score}}{\text{Student Gain Score}}$$

For accuracy in measuring SMARTR goal progress, monitoring should focus on the students for whom the goal was created—the population the goal originally addressed. This population will contribute to the goal achievement data shared at the end of the year. Students who are new to the teaching/learning environment during the course of the school year will have their data reviewed as "other measures."

Midyear Review of Goal

By the appropriate date, as determined by the evaluator, each teacher (in both summative and formative years) is responsible for assessing the professional growth made on the goal thus far and for submitting documentation of that progress to the evaluator. A midyear review of progress on the goal is held at the midyear conference during summative evaluation years. At the evaluator's discretion, this review may be conducted through CLTs, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, every teacher (in both summative and formative years) is responsible for assessing the growth made on the goal and for submitting documentation of that progress to the evaluator. A review of progress on the goal is held for those in their summative years at the summative evaluation conference at the end of the year.

Instructional Resource Professional (IRP) Goal Setting and Measures of Progress

Some IRPs have a direct impact on student learning and may create a goal based on student progress; others have more of an indirect impact. For example, a librarian may not consistently teach students in a classroom setting, but may ensure that students have books at appropriate reading levels and with relevant content. In this case, the focus on goal setting could be on the program rather than on the students. Educational programs play a role in student learning and are acceptable for the goal-setting process.

Figure 5:
Sample IRP SMARTR Goal

School-Based Technology Specialist Sample Goal:
Each member of the English department, in both 7th and 8th grades, will use Google Apps for their own professional use and with groups of students for communication and collaboration and will have moved at least two steps on the division-developed rubric by the end of the school year.

Definition of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from **highly effective** to **ineffective**. The use of the scale enables evaluators to acknowledge effective performance (i.e., **highly effective** and **effective**) and provides two levels of feedback for teachers not meeting expectations (i.e., **developing** OR **needs improvement** and **ineffective**). The definitions in Figure 6 offer general descriptions of the ratings. For the criteria of the ratings for each standard, refer to the Matrices in the individual Job-Based Performance Standards/Key Elements/Matrices.

Figure 6:
Rating Levels

Category	Description	Performance Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is exceptional and done in a manner that exemplifies the school's mission and goals.	◉ sustains high performance over a period of time ◉ consistently exhibits behaviors that have a strong positive impact on learners and the school climate ◉ serves as a role model to others
Effective	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	◉ meets the requirements contained in the evaluation criteria ◉ exhibits behaviors that have a positive impact on learners and the school climate ◉ demonstrates willingness to learn and apply new skills
Developing OR Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	◉ requires support in meeting the standards ◉ results in less than quality work performance ◉ leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	◉ consistently exhibits behavior that negatively impacts learners and school climate ◉ may result in the employee not being recommended for continued employment

The rating **developing OR needs improvement** helps to delineate the difference between a novice and veteran teacher. Our school district recognizes that educators in their first three years of teaching are developing their understanding of curriculum content and pedagogy. Likewise, there is recognition that time is often needed for an experienced teacher to develop content knowledge following a change in grade level or content assignment. Therefore, a **developing** rating can be used for a teacher in one of the former categories. Teachers outside of the categories mentioned will receive a **needs improvement** rating if their performance falls in this range.

A clear distinction between **developing** and **needs improvement** should be evident in the comments written on both the midyear and summative evaluation forms.

Midyear Performance Assessment

Teachers scheduled to receive a summative evaluation will receive a midyear performance assessment to provide systematic feedback. Teachers will be evaluated using multiple Data Sources to determine the teacher's rating on each Performance Standard, an overall evaluation summary, and the overall midyear recommendation. Evaluators will use the *Teacher Midyear Performance Assessment* form and should discuss the results with the teacher at a midyear conference. During the conference, evaluators should also provide midyear feedback on the Documentation Log and the progress students are making toward the goal identified in the *Goal Setting for Student Progress* form. If such feedback is written, it can serve as a Data Source, as long as the content includes information pertaining to the impact on student learning.

Summative Evaluation

At the end of the evaluation cycle, teachers will be rated on each of the seven Performance Standards using a Performance Matrix and will receive an overall evaluation summary and an overall recommendation. As previously discussed, the Matrix is a behavioral summary scale that describes acceptable performance levels for each teacher Performance Standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the **effective** level.

Evaluators make decisions about performance of the seven standards based on all available evidence. After collecting information through observations, the Documentation Log, opinion surveys, the structured interview, goal setting, and other relevant sources, including evidence the teacher offers, the evaluator rates a teacher's performance for the summative evaluation. Therefore, the summative evaluation will represent where the "preponderance of evidence" exists, based on various Data Sources. The evaluator records the ratings and comments on the *Teacher Summative Evaluation* form. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The evaluator submits the signed *Teacher Summative Evaluation* form to the Department of Human Resources, Office of Equity & Employee Relations.

Good To Know

Ratings are applied to the seven Performance Standards and to an overall single summative rating, not to Key Elements or Performance Matrices.

Teachers are expected to perform at the **effective** level.

Single Summative Rating

In addition to receiving a rating for each of the seven Performance Standards, the teacher will receive a single summative evaluation rating at the midyear and summative evaluation conferences. The summative rating will reflect an overall evaluation rating for the teacher. The intent is not to replace the value of the seven Performance Standards; rather, it is to provide an overall rating of the teacher's performance.

The overall summative rating will be **highly effective, effective, developing OR needs improvement**, or **ineffective**. Regardless of the overall total points earned, three or more **developing OR needs improvement** ratings on individual Performance Standards will result in an overall rating of **developing OR needs improvement** or **ineffective**. Similarly, one **ineffective** rating on any one Performance Standards will result in an overall rating no higher than **developing OR needs improvement** and could result in an overall **ineffective** rating.

Figure 6 shows an example of how a cumulative summative rating will be calculated.

Figure 7:
Example of Weighted Calculations

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly Effective	4	1	4
Standard 2	Effective	3	1	3
Standard 3	Highly Effective	4	1	4
Standard 4	Highly Effective	4	1	4
Standard 5	Effective	3	1	3
Standard 6	Effective	3	1	3
Standard 7	Effective	3	4	12
Cumulative Summative Rating				33

Scale		
Rating Type	Point Per Standard	Cumulative Summative Rating
Ineffective	1	10-19
Developing OR Needs Improvement	2	20-25
Effective	3	26-34
Highly Effective	4	35-40

Summative Recommendation

In addition to the single summative rating, the teacher receives a recommendation of reappointment, conditional reappointment, or do not reappoint on the summative evaluation.

Teachers who receive a reappointment recommendation meet the **effective** or **highly effective** performance expectation on the overall summative evaluation.

Teachers who receive a conditional reappointment may participate in an intervention program and will be evaluated again the following school year. See "Intervention Program" in the Improving Professional Performance section. A teacher receiving a conditional reappointment must achieve a recommendation for reappointment on the next year's summative evaluation or dismissal will be recommended.

Teachers who receive a do not reappoint will be recommended for dismissal. Unsatisfactory performance will be noted in the summative evaluation along with the standards that were below the **effective** performance rating. Nothing in Regulation 4440 shall be construed to provide due process rights to a teacher on annual contract or to require cause for either the nonrenewal of the contract of an annual contract teacher.

Evaluation Schedule

Summative evaluations are to be completed for all annual contract teachers and continuing contract teachers in their summative evaluation year (the third year of their three-year cycle). Figure 8: *Suggested TPEP Evaluation Schedule* details the suggested timeline for all components of the evaluation process.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers to another FCPS site, the documentation shall be forwarded to the receiving site's program manager. At the end of an evaluation period, the program manager retains copies of all written documentation considered during the summative evaluation year in the teacher's local site file. The *Teacher Summative Evaluation* form is maintained in the HR personnel file.

Schedule for Teachers in Summative Years			Responsibility	
Timeline	**Activity for Professional Improvement**	**Task or Document** *Optional Forms*　　**Required Forms**	**Evaluator**	**Teacher**
By September 30	Review evaluation process with all staff		◎	
By October 31	Complete Self-Assessment form	**Teacher Self-Assessment form**		◎
	Reviews available baseline data and determines needs (prior to Goal Setting Conference)			◎
	Attend Goal Setting Conference, where evaluator discusses self-assessment, SMARTR goal components , & goal ideas with teacher		◎	◎
	Set expectations for Documentation Log	**Documentation Log Cover Sheet**	◎	
	Determine possible Data Sources to be used in the evaluation process		◎	◎
	Create and submit SMARTR goal for approval	**Goal Setting for Student Progress form**		◎
	Approve student progress SMARTR goals		◎	
Final month prior to end of 1st Semester	Middle & high school evaluators may determine if student surveys are required	*Student Opinion Survey*	◎	◎
	Middle & high school teachers survey students or learner/clients in one-semester courses (if using as artifact)	*Student Survey Summary form (teachers)* *Learner/Client Opinion Survey form (IRPs)*		◎
Midyear	Complete a minimum of two Data Sources	Various forms	◎	
	Midyear assessment conference to review student progress goal, Documentation Log, instructional performance, and evidence of student academic growth	**Teacher Midyear Performance Assessment form**	◎	◎
	Review previously identified Data Sources and determine which still need to be collected	**Goal Setting for Student Progress form** **Documentation Log Cover Sheet**	◎	◎
Second Semester	Complete two additional Data Sources	Various forms	◎	
Final month prior to end of 2nd Semester	Middle and high school teachers survey students or learner/clients in two-semester courses (optional artifacts)	*Student Opinion Survey* *Student Survey Summary form* *Learner/Client Opinion Survey form (IRPs)*		◎
By evaluator-established due date	Submit end-of-year review of student progress goal and evidence of student academic growth	**Goal Setting for Student Progress form**		◎
	Submit Documentation Log (cover sheet and related artifacts)	**Documentation Log**		◎
By June 30	Summative evaluation conference	Various forms **Teacher Summative Evaluation form**	◎	◎

Schedule for Teachers in Formative Years			Responsibility	
Timeline	**Activity for Professional Improvement**	**Task or Document** *Optional Forms*　　**Required Forms**	**Evaluator**	**Teacher**
By September 30	Review evaluation process with all staff		◉	
By October 31	Review available baseline data and determine needs (prior to Goal Setting Conference)			◉
	Attend Goal Setting Conference, where evaluator discusses SMARTR goal components & goal ideas with teacher		◉	◉
	Create and submit SMARTR goal for approval	**Goal Setting for Student Progress form**		◉
	Approve student progress SMARTR goals		◉	
	Create and maintain Documentation Log	**Documentation Log Cover Sheet**		◉
Midyear: **By evaluator-established due date**	Assess professional growth made on the student progress goal and submit documentation	**Goal Setting for Student Progress form**		◉
End of year: **By evaluator-established due date**	Submit end-of-year review of student progress goal and evidence of student academic growth	**Goal Setting for Student Progress form**		◉
	Submit Documentation Log Cover Sheet	**Documentation Log Cover Sheet**		◉

NOTES:

For Documentation Logs, one artifact per standard should be collected during each formative year.

In formative years, goal-setting activities may be completed individually or as a collaborative team.

SMARTR Goal attainment in formative years will be considered in rating Standard 7 during the summative year.

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the Performance Standards.

Tools are provided in the evaluation system that may be used at the discretion of the evaluator, regardless of contract status. One is the Support Dialogue, a school-level discussion between the evaluator and the teacher in order to address the needs. Another is the Performance Improvement Plan (PIP), which is developed by a teacher and identifies appropriate strategies for improvement in identified Performance Standards. These tools may be used sequentially or independently of each other; the Support Dialogue process is not a prerequisite to the PIP process.

Figure 10: Tools to Increase Professional Performance

	Support Dialogue		Performance Improvement Plan	
Purpose	For teachers who are in need of additional instructional support.		For teachers whose work is in need of targeted supervision and additional resources.	
Initiates Process	Evaluator, administrator, or teacher		Evaluator	
Documentation	**Form:** None **Other Documentation:** ◉ Memo or other written record of the discussion ◉ Other forms of documentation at the building/worksite level		**Form:** *Performance Improvement Plan* **Other Documentation:** ◉ Documentation at the building/worksite level	
Outcomes	*If performance ...*	*then ...*	*If employee has ...*	*then ...*
	improves to effective	no more support needed	sufficient improvement	teacher is no longer on a PIP
	shows some progress	support continues	partial improvement	PIP may be extended or other steps may be taken
	shows little or no progress	may move employee to a Performance Improvement Plan	little or no improvement	other action is determined by the evaluator.

Support Dialogue

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a Support Dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts, Figure 10), and decide when to meet again.

After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes. The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the Support Dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee may be asked to develop a PIP. Once a PIP is initiated, the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

Good to Know

Support programs are provided in the context of classroom teaching and generally are not extended to teachers engaged in serious misconduct. Serious misconduct may result in immediate dismissal, without provision of improvement opportunities.

Figure 11: Sample Prompts

> **Sample Prompts for the Initial Conversation**
> What challenges have you encountered in addressing ___*specific concern*___?
>
> What have you tried to address the concern of ___*specific concern*___?
>
> What supports can I or others at the school/worksite provide you?
>
> **Sample Prompts for the Follow-Up Conversation**
> Last time we met, we talked about ___*specific concern*___. What has gone well?
>
> What has not gone as well?

Performance Improvement Plan

The evaluator, at any time, may ask a teacher to develop a PIP, for a prescribed period of time, in order to address deficiencies within any of the standards. This applies whether or not a teacher is in a formative or summative evaluation year.

A PIP is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support.

Implementation of Performance Improvement Plan

When a teacher is asked to develop a PIP, the evaluator must

- Provide written notification to the teacher of the area(s) of concern that need(s) to be addressed

- Approve and monitor the *PIP* written by the teacher

- Review the results of the PIP with the teacher immediately following the predetermined time period, or according to the specifically established target dates

Assistance may include

- Support from a professional peer or supervisor

- Conferences, classes, and workshops on specific topics

- Other resources to be identified, such as the Colleague Assistance Program (CAP) and reading materials

Resolution of Performance Improvement Plan

The evaluator meets with the teacher to review progress made on the *PIP*, according to the timeline. The options for resolution are:

- Sufficient improvement has been achieved; the teacher is no longer on a PIP

- Partial improvement has been achieved but more improvement is needed; performance improvement plan may be extended or other steps taken

- Little or no improvement has been achieved; additional actions to be determined by the evaluator

Intervention Program

FCPS provides planned and sustained assistance to teachers whose performance does not meet one or more Performance Standards and who, consequently, receive a conditional reappointment. Therefore, teachers who receive a conditional reappointment participate in an intervention program with an Intervention Team and will be evaluated again the following school year.

Teachers participating in the intervention program receive assistance from an Intervention Team to include the teacher, a curriculum designee, and an HR specialist from the Office of Equity and Employee Relations.

A plan will be developed by the team to determine areas for improvement and requisite resources to address those areas over a prescribed period of time. Team members may make classroom observations and provide feedback to the teacher. The assessment and evaluation process and the intervention process are separate processes but will continue concurrently.

The teacher's salary step will remain the same as the current year's level. However, any cost-of-living allowance will not be affected. A teacher must receive a reappointment recommendation during the subsequent summative evaluation year or be recommended for dismissal. A second recommendation for conditional reappointment is not an option except in an extraordinary circumstance. If a subsequent reappointment recommendation is received, the salary step will be reinstated.

Appendix A

Data Source & Artifact Examples by Standard: Teachers

To serve as a Data Source, an item must include a written component by the administrator, which shows the impact of the item on student learning.

Examples are guidelines and not an all-inclusive list.

Standard 1: Professional Knowledge

- Analysis of data
- Anecdotal notes
- Annotated list of instructional activities
- Class vision, mission, and goals
- Data analysis tools
- Feedback from students, parents, and colleagues
- Home visits
- Journals/notes that represent reflective thinking and professional growth
- Learning style assessments and profiles
- Lesson/intervention plan
- Narratives
- Needs assessment and results
- Notes/phone logs
- Observation
- Present level of performance
- Professional Development certificates
- Profile cards/checklists
- Samples of innovative approaches developed by teacher
- Structured Interviews
- Student achievement data
- Student work samples
- Surveys
- Transcripts of coursework

Standard 2: Instructional Planning

- Analysis of classroom assessment
- Analysis of data
- Anecdotal notes
- Classroom observations
- Common assessments
- Data analysis tools
- Data-driven curriculum revision work, such as:
  - Course syllabus
  - Intervention plan
  - Substitute lesson plan
  - Annotated learning objectives
- Description of prevention/intervention plans and their impacts

- Differentiation in lesson planning and practice
- Documentation of academic planning with students
- Documentation of instructional consultation
- Emergency plans
- Evidence of efforts to research, collaborate, and implement best practices
- Extension/enrichment activities
- Feedback from students, parents, and colleagues
- Formative assessments
- Grade book
- Lesson plans
- Narratives/report cards
- Needs assessments and results
- Observations
- Rubrics
- Structured Interviews
- Student achievement data
- Student work samples
- Unit plans
- Videos/photographs/podcasts/Blackboard with self-reflection

Standard 3: Instructional Delivery

- Analysis of data
- Anecdotal notes
- Common assessments
- Data analysis tools
- Differentiation (observed and written)
- Extension/enrichment activities
- Needs assessment and results
- Observations
- SMARTR Goals
- Structured Interviews
- Student work samples
- Teacher made instructional materials
- Unit plans
- Videos/photographs of instruction/students at work/self-reflection

Standard 4: Assessment of & for Student Learning

- Analysis of data
- Anecdotal notes
- Classroom observations
- Common assessments
- Data analysis tools
- Description of prevention/intervention programs and their impact
- Feedback from students, parents, and colleagues
- Formative and Summative assessments
- Lesson plans
- Narratives/report cards/interim reports
- Needs assessments and results
- Observations
- Rubrics
- SMARTR Goals
- Student work samples
- Unit plans
- Structured Interviews
- Graphs or tables of student results
- Records in electronic curriculum mapping tools, such as:
  - Brief report describing your record-keeping system and how it monitors student progress
  - Copy of scoring rubrics
  - Photographs or photocopies of student work with written comments
  - Samples of educational reports, progress reports or letters prepared for parents or students
  - Copy of disaggregated analysis of student achievement scores on standardized test
  - Copy of students' journals of self-reflection and self-monitoring

Standard 5: Learning Environment

- Anecdotal notes
- Class vision, mission, and goals
- Discipline plan
- Emergency plans
- Explanation of behavior management philosophy and procedures
- Interviews
- List of classroom rules with brief explanation of the procedures used to develop and reinforce them
- Notes/phone logs
- Observations
- Reports (grades, attendance, injury, compliance, etc.)

- Schedule of daily classroom routines
- Self-assessments
- Structured Interviews
- Student survey summary information
- Videos/photographs/podcasts/Blackboard with self-reflection

Standard 6: Professionalism

- Agendas, outcomes and notes from team/department/collaborative meetings
- Brochure/certificate from conference attended
- Collaboration logs
- E-mails
- Evidence of communication with students, families, colleagues and community, such as:
  - Copy of classroom newsletter or other parent-information documents
  - Sample copy of interim reports
- Examples of collaborative work with peers
- Feedback from colleagues, parents, students
- Informal observations
- MyPLT print out of courses
- Professional growth plan
- Record of participation in extracurricular activities and events
- Record of professional development taken or given
- Reports
- Self-assessments
- SMARTR Goals
- Structured Interviews
- Videos/photographs/podcasts/Blackboard with self-reflection

Standard 7: Student Academic Progress

- Analysis of data
- Anecdotal notes
- Authentic measures (portfolios, recitation, performance)
- Criterion referenced tests
- Data analysis tools
- eCart/Horizon data
- Formative and Summative assessment data
- Grade book
- Norm referenced tests
- School/District adopted interim/benchmark assessments
- SMARTR Goals
- Standardized achievement tests
- Structured Interviews

Appendix B

Data Source & Artifact Examples by Standard: Instructional Resource Professional (IRP)

To serve as a Data Source, an item must include a written component by the administrator, which shows the impact of the item on student learning.

Examples are guidelines and not an all-inclusive list.

Standard 1: Professional Knowledge

- Analysis of data
- Anecdotal notes
- Annotated list of instructional activities
- Behavior Plans
- Data analysis tools
- Feedback from students, parents, and colleagues
- Home visits
- Journals/notes that represent reflective thinking and professional growth
- Learner/client achievement data
- Learner/client work samples
- Learning style assessments and profiles
- Lesson/intervention plan
- Narratives
- Needs assessment and results
- Notes/phone logs
- Observation
- Present level of performance
- Professional Development certificates
- Profile cards/checklists
- Samples of innovative approaches developed by instructional resource professional
- Structured Interviews
- Surveys
- Transcripts of coursework
- Vision, mission, and goals

Standard 2: Program Planning & Management

- Analysis of data
- Anecdotal notes
- Data analysis tools
- Description of prevention/intervention plans and their impacts
- Differentiation in lesson planning and practice
- Documentation of instructional consultation
- Evidence of efforts to research, collaborate, and implement best practices
- Extension/enrichment activities
- Feedback from students, parents, and colleagues

- Narratives
- Needs assessments and results
- Observations
- Rubrics
- Student achievement data
- Learner/client work samples
- Videos/photographs/podcasts/Blackboard
- Data driven curriculum revision work. Examples:
  - Sample lesson, unit or treatment plan
  - Course syllabus
  - Intervention plan
  - Substitute lesson plan
  - Annotated learning objectives
  - Schedule
  - Planning and pacing guides
- Data from the circulation system for planning for program management
- Structured Interviews

Standard 3: Program Delivery

- Analysis of data
- Anecdotal notes
- Common assessments
- Data analysis tools
- Differentiation (observed and written)
- Extension/enrichment activities
- Needs assessment and results
- Observations
- SMARTR Goals
- Learner/client work samples
- Unit plans
- Videos/photographs of instruction/students at work
- IRP-specific resources based on the needs of the community
- Schedule of meeting with teachers
- Summer programs
- Meeting notes
- Records of materials sent to schools
- Connection to colleges/employers
- Structured Interviews

Standard 4: Assessment

- Evidence of baseline and periodic assessments & analysis
- Progress reports
- Graphs or tables of learner/client results
- Summary of assessment procedures
- Notifications made on a modified intervention and/or program based on feedback
- Copy of learner/client journals of self-reflection and self-monitoring
- SMARTR goals
- Records within electronic curriculum mapping tool. Examples:
  - Brief report describing record keeping system & how it is used to monitor learner/client progress
  - Copy of scoring rubrics
  - Photographs or photocopies of learner/client work with written comments
  - Samples of educational reports, progress reports or letters prepared for parents or learners/clients
  - Copy of disaggregated analysis of learner/client achievement scores on standardized test
- Structured Interviews

Standard 5: Communication & Collaboration

- Examples of collaborative work with peers
- Other evidence of communication with learners/clients, families, colleagues, and community
- Structured Interviews

Standard 6: Professionalism

- Record of participation in extracurricular activities/events
- Record of professional development taken or given
- Agendas, outcomes and notes from team/department/collaborative meetings
- Collaboration logs
- E-mails
- Evidence of communication with learners/clients, families, colleagues, and community. Examples:
  - Newsletter
  - Parent information documents
  - Feedback
- Learner/client survey summary information
- Informal observations
- Professional growth plan
- Reports
- Self-assessments
- List of committees served on
- SMARTR Goals
- Structured Interviews

Standard 7: Learner/Client or Program Progress

- Analysis of data
- Anecdotal notes
- Authentic measures (portfolios, recitation, performance)
- Criterion referenced tests
- Data analysis tools
- eCart/Horizon data
- Formative and Summative assessment data
- Norm referenced tests
- School/district adopted interim/benchmark assessments
- SMARTR Goals
- Standardized achievement tests
- Structured Interviews

Appendix C
Possible Assessments by Subject and Grade Level

ENGLISH	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Diagnostic Spelling Assessments	◉			◉	◉
Horizon Assessments (Catalog, School Public or Private)	◉	◉	◉	◉	◉
DRA2	◉	◉		◉	◉
DRA2 Word Analysis	KINDER			◉	◉
Teacher /Team Developed Pre and Post Tests	◉	◉	◉	◉	◉
FCPS Writing Rubrics	◉	◉		◉	◉
VDOE Writing Rubrics (grades 5, 8, and 11)	◉	◉	◉	◉	◉
Performance Assessments	◉	◉	◉	◉	◉
International Baccalaureate Criteria			◉	◉	◉
Advanced Placement Released Free-Response Questions			◉	◉	◉
Teacher/Team Developed Rubrics			◉	◉	◉
WIDA Can Do Descriptors	◉	◉	◉	◉	◉
WIDA Speaking and Writing Rubrics	◉	◉	◉	◉	◉

MATHEMATICS	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Advanced Placement Exams			◉	◉	◉
K-MRA (Mathematics Reasoning Assessment) & MRA (grades 1 – 2)	◉			◉	◉
eCART Division (Quarter) Assessments	◉	◉	◉	◉	◉
Horizon Assessments (Catalog, School Public or Private)	◉	◉	◉	◉	◉
International Baccalaureate (IB) Exam			◉	◉	◉
SOL Released Tests (Horizons and VDOE site)	◉	◉	◉	◉	◉
Textbook Publisher Assessments	◉	◉	◉	◉	◉
Teacher /Team Developed Pre and Post Tests	◉	◉	◉	◉	◉
Performance Assessments	◉	◉	◉	◉	◉

SCIENCE	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Horizon Assessments (Catalog, School Public or Private)	◉	◉	◉	◉	◉
SOL Released Tests (Horizons and VDOE site)	◉	◉	◉	◉	◉
Developed Pre and Post Tests	◉	◉	◉	◉	◉
Performance Assessments	◉	◉	◉	◉	◉
FCPS Lab Rubrics	◉	◉	◉	◉	◉

SOCIAL STUDIES	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Horizon Assessments (Catalog, School Public or Private)	◉	◉	◉	◉	◉
Teacher /CLT Developed Pre and Post Assessments	◉	◉	◉	◉	◉
Performance Assessments (e.g., Document Based Questions, Primary Source Analysis, Geography Analysis, Visual Media Analysis)	◉	◉	◉	◉	◉

ART	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
eCART Division (Quarter) Assessments	◎	◎	◎	◎	◎
Horizon Assessments (Catalog, School Public or Private)	◎	◎	◎	◎	◎
Teacher /Team Developed Pre and Post Tests	◎	◎	◎	◎	◎
Performance Assessments	◎	◎	◎	◎	◎
Skills Checklist	◎	◎	◎	◎	◎
MUSIC	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
eCART Division (Quarter) Assessments	◎	◎	◎	◎	◎
Horizon Assessments (Catalog, School Public or Private)	◎	◎	◎	◎	◎
Teacher/Team Developed Pre and Post Tests	◎	◎	◎	◎	◎
Individual Performance Assessments (NOT group)	◎	◎	◎	◎	◎
Skills Checklist	◎	◎	◎	◎	◎
HEALTH / PHYSICAL EDUCATION	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Performance Assessments	◎	◎	◎	◎	◎
eCART Division (Quarter) Assessments	◎	◎	◎	◎	◎
Horizon Assessments (Catalog, School Public or Private)	◎	◎	◎	◎	◎
Skills Checklist	◎	◎	◎	◎	◎
Teacher /Team Developed Pre and Post Tests	◎	◎	◎	◎	◎
WORLD LANGUAGES	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Jr. PALS and PALS Assessments		◎	◎	◎	◎
CAREER AND TECHNICAL EDUCATION	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Horizon Assessments (Catalog, School Public or Private)		◎	◎	◎	◎
Performance Assessments		◎	◎	◎	◎
Industry Certifications			◎	◎	◎
THEATRE AND DANCE	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Performance Assessments		◎	◎	◎	◎
Skills Checklist		◎	◎	◎	◎
LIBRARY SCIENCE	ELEM	MIDDLE	HIGH	STUDENTS w/ DISABILITIES	ENGLISH LEARNERS
Horizon Assessments (Library Science)	◎	◎	◎	◎	◎
Librarian/Teacher /CLT Developed Pre and Post Assessments	◎	◎	◎	◎	◎
Performance Assessments	◎	◎	◎	◎	◎
Skills Checklists	◎	◎	◎	◎	◎
Librarian Created Inquiry/Information Literacy Rubrics	◎	◎	◎	◎	◎

GLOSSARY

Annual Contract Teachers – Probationary teachers who are in the first three years of teaching in Fairfax County Public Schools (FCPS). They receive a summative evaluation during each of their first three summative evaluation years. **Note**: Teachers who are new to FCPS, but are continuing contract teachers in Virginia are considered annual contract teachers only during their first year.

Artifacts – Teacher-identified evidence of performance. Teachers are expected to include artifacts in their required Documentation Log throughout the evaluation period (formative and summative years). Representative samples of possible artifacts are found in Appendix A & B.

Assessment – The collaborative process of teacher and evaluator in determining the overall performance of the teacher based on seven Performance Standards, Key Elements, and related Matrices.

Colleague Assistance Program (CAP) – The program assists teachers with specific instructional needs. A request for assistance may be initiated by a teacher or administrator and made to the Office of Equity and Employee Relations, Department of Human Resources.

Continuing Contract Teachers – Teachers who are evaluated on a three-year cycle; that means one year of formal evaluation followed by two years without formal evaluation.

Data Sources/Collections – Written documentation obtained through observations, dialogue, teacher-initiated documents, or student records; includes student performance and school profile data. See Data Sources section.

Documentation Log – A collection of teacher-selected artifacts that provides evidence of the teacher meeting Performance Standards. The evaluator, along with the teacher, will decide if certain artifacts are required to be submitted by the teacher and will discuss this at the Goal Setting conference. See Data Sources section.

Evaluation Period – For annual contract teachers, the evaluation period is a single year; following a successful first year, annual evaluation occurs for the next two successive years provided the teacher receives reappointment status. For continuing contract teachers, the evaluation period begins upon the completion of a summative evaluation year and typically extends through two formative years, followed by the next summative evaluation year.

Evaluator – School or site administrator who is responsible for the overall supervision of personnel.

Evidence – Documents, Data Sources, collections; used to assign/support judgment of teaching performance.

Formative Evaluation Year – The two years immediately following a continuing contract teacher's summative evaluation year, or following an annual contract teacher's third year of an evaluation period where the teacher's performance level was assessed across all seven standards in the summative evaluation year. **Each year**, all teachers are accountable for effective performance in all seven standards, set an annual SMARTR goal, and maintain their *Documentation Log Cover Sheet*.

Formal Observation – An announced or unannounced visit to the classroom, work station, or other setting during which the observer records the essentials of best practice teaching: student-centered environment, assessment of student learning, and planning/teaching for student learning. Following all formal observations, the evaluator will have a follow-up discussion with the teacher regarding the evidence pertaining to the standards and provide written feedback to the teacher. A pre-conference may be conducted at the request of the teacher or evaluator on announced formal observations. Although there is no specified duration for these observations, it is highly recommended that the evaluator remain for the amount of time necessary to observe a complete lesson with lesson transition.

Goal-Setting Conference – A collaborative conference(s) held at the start of a school year between evaluator and teacher (in summative and formative years) to determine which Data Sources/collections will be utilized during the evaluation period and to create specific SMARTR goals related to student progress. It is expected that a collaborative dialogue between the teacher and evaluator occurs at this conference that is key to supporting the continuous growth and development of the teacher to improve student academic progress and educator effectiveness. The goal must be specific to the students that the teacher will directly impact/teach; however, it may reflect a CLT team-developed goal that was based on the analysis of the team's data. See SMARTR Goal section.

Informal Classroom Observations – These observations are generally unannounced visits of short duration which occur in a teacher's classroom and include at least one transition. Informal classroom observations will be documented using a Teacher Observation form. A series of three informal observations equals one Data Source.

Instructional Resource Professionals (IRPs) – Nonadministrative education professionals on teacher-scale contracts who provide a multitude of support services to students, teachers, parents, and the community.

Intervention Program – A program that provides planned and sustained assistance for a teacher who receives a conditional reappointment recommendation on the Teacher Summative Evaluation.

Intervention Work Plan – A plan developed by an Intervention Team that identifies Best Practice strategies and resources to assist a teacher receiving a conditional reappointment.

Key Elements – Samples of activities that address each Performance Standard. These elements are supported by the Performance Matrix for each standard, by which a teacher is evaluated. See Essential Components.

Learners/Clients – Those served by instructional resource professionals. These might include students, teachers, staff, parents, and/or the community.

Learners/Client Opinion Survey – IRP created questions to collect information that will help IRPs reflect on their practice; in other words, it is to provide feedback directly to the IRP for growth and development. The survey is conducted anonymously and may provide information that may not be accurately obtained in observations. Middle and high school principals may require the use of learner/client surveys. The IRP may choose to include a summary of the survey data in the documentation log. A sample is provided on the *Learner/Client Opinion Survey Summary* form. Learner/Client Opinion surveys can be used by IRPs of grades 7-12.

Midyear Performance Assessment – The evaluation completed at the midpoint of the teacher's summative evaluation year that reports the performance for each of the seven standards. It also reports an overall evaluation summary rating that is calculated based on a range of scores, a midyear recommendation, as well as comments and a professional growth focus. See *Teacher Midyear Performance Assessment* form.

Mini Observations – Short, unannounced classroom or work station visits (including but not limited to observations made at CLT, IEP, parent meetings, or in other school settings) that focus on the essentials of best practice teaching (e.g., student-centered environment, assessment of student learning, and planning/teaching for student learning). Mini observations are followed by written feedback (in no specific format). A series of three mini observations equals one Data Source.

Observations – Announced or unannounced; formal, informal, or mini observations are a way for the evaluator to gather teacher performance information across the seven standards on a wide variety of contributions made by teachers in the classroom or to the school community as a whole.

Observation Feedback – Written feedback obtained during an observation that summarizes the teacher's performance in one or more standards. It is provided to the teacher by the evaluator. During a post-observation conference, the evaluator reviews the observation form feedback summary as well as other applicable documentation. Although there are times when oral feedback occurs, written feedback ensures that the observation is documented and is available to support the evaluation rating that is being assigned for the teacher by the evaluator

Performance Improvement Plan (PIP) – A plan developed by the teacher, with the evaluator's approval, which identifies best practice strategies to address identified Key Elements in one or more of the Performance Standards for the purpose of improving teaching performance.

Performance Matrices – The behavioral summary scales for each of the seven teacher Performance Standards that guide evaluators in assessing how well a standard is performed. Each Matrix states the measure of performance expected of teachers and provides a qualitative description of performance at each level and is intended to be qualitatively superior to all lower levels. Effective is the expected level of performance.

Performance Rating Levels – Performance ratings are based on evaluation of multiple sources of data collected by the teacher and the evaluator during the evaluation period. The four rating levels provide a description of how well each of the seven standards is performed on a continuum from highly effective to ineffective. Effective is the expected level of performance. The four levels are:

- ▣ **Highly Effective** – The rating level that describes a teacher who maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exceptional and done in a manner that exemplifies the school's mission and goals.
- ▣ **Effective** – The rating level that describes a teacher who meets the standard in a manner that is consistent with the school's mission and goals.
- ▣ **Developing** – The rating that describes a teacher who often performs below the established standard or in a manner that is inconsistent with the school's mission and goals. This rating is used for new teachers in their first three years. It could also be used for continuing contract teachers who are in their first year of teaching a new content area or grade.
  OR
  Needs Improvement – The rating that describes a veteran teacher who often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.
- ▣ **Ineffective** – The rating that describes a teacher who consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.

Performance Standards – The major duties performed by a teacher. Each of the seven Performance Standards in this handbook are in accordance with the *Guidelines for Uniform Performance and Evaluation Standards* adopted by the Virginia Board of Education in 2011.

Pre-Observation Conference – A meeting that may be conducted at the request of the teacher or the evaluator prior to a formal announced observation and documented on the *Pre-Observation Conference Record* (see related form). The teacher collaboratively shares lesson plans and pertinent instructional delivery information for overall lesson understanding by the evaluator. Pre-observation conferences are encouraged for teachers on an annual contract.

Preponderance of Evidence – An adequate prevalence of written documentation for each of the Data Sources being used during the evaluation period. The written documentation must support the rating judgment that is being made by the evaluator on each of the seven standards during the summative evaluation year.

Professional Growth Focus – The portion of the *Teacher Midyear Performance Assessment* and *Teacher Summative Evaluation* forms that provides the teacher with areas to focus on to enhance or improve their teaching.

Review of Records – An analysis of files and other materials conducted to obtain information about a teacher's establishment and maintenance of accurate records. These records could include, but are not limited to, a plan book, grade book, portfolios, teacher-prepared materials, grading policy, class management plan, and student records.

Self-Assessment – A teacher's examination of his/her own performance (strengths and areas of growth/development) on the Teacher Professional Standards. See *Teacher Self-Assessment* form.

Self-Assessment Conference – A conference held on or before October 31 in which the evaluator and teacher discuss the Teacher Self-Assessment and/or Goal Setting for Student Progress. See related forms.

Single Summative Rating – Rating assigned by the evaluator at the end of a summative year. The rating will be: highly effective, effective, developing OR needs improvement, or ineffective. See Rating Teacher Performance.

SMARTR Goal – Goal created collaboratively by all teachers and their evaluators at the start of a school year that is rigorous and directly relates to student learning and progress. See *Goal Setting for Student Progress* form. The goal is Strategic and Specific (aligned with school-wide goals and focused on specific learning needs of all students), Measurable (quantitative, observable, consistent measure for grade/school level), Attainable (doable yet challenging), Results-oriented (identifies specifics outcomes or targets for student achievement), Time-bound (establishes a sense of priority or urgency for goal attainment), and Rigorous (has appropriate level of rigor to demonstrate mastery of learning objective). Annually, each FCPS teacher creates an evaluator-approved SMARTR goal and monitors student progress towards the goal's attainment, regardless of whether they are in their formative or summative year.

Structured Interview – An interview on one or two evaluator-developed questions pertaining to each standard designed to gather information from the teacher about performance as related to the seven standards. After a specified period of time for the teacher to respond, the evaluator considers the responses, conducts a conference, and provides written feedback to the teacher. Evaluators may create their own questions. See related form.

Student Academic Progress – Defined by the Code of Virginia Article 2, 22.1-295, the basis of the procedure used by division superintendents and principals in evaluating the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge. In FCPS, student academic progress (grade and curriculum content) is measured by the level of growth students experience during one school year and is based on the SMARTR goal established by the teacher and evaluator at the beginning of each year.

Student Opinion Survey – Teacher-created questions intended to collect information that will help them reflect on their practice; in other words, it is to provide feedback directly to the teacher for growth and development. The survey is conducted anonymously and may provide information that may not be accurately obtained in observations. Middle and high school principals may require the use of student surveys. Teachers may choose to include a summary of the survey data in the Documentation Log. Student opinion surveys can be used by teachers of grades 7-12.

Summative Evaluation – The evaluation completed at the end of a Summative Evaluation Year. It reports a rating for each of the seven standards based upon a preponderance of evidence. It also reports an overall evaluation summary that is calculated based on a numerical assessment (1-4) assigned to each rating and a range of scores noted in Figure 13: *Weighted Calculations*, a summative recommendation, as well as comments and a professional growth focus.

Summative Evaluation Year – The culmination year of a teacher's evaluation period during which evaluators follow the established process outlined in the handbook in order to assess a teacher's performance level across all seven standards. This process involves a self-assessment/goal setting conference, creation/assessment of a SMARTR goal focusing on student progress, collection of Data Sources that are documented in writing by the evaluator, a midyear performance assessment, and a summative evaluation.

Summative Recommendation – The recommendation assigned by the evaluator at the conclusion of the summative year. The recommendation will be: reappointment, conditional reappointment, or do not reappoint. See Improving Professional Performance.

Support Dialogue – A discussion between the evaluator and teacher, initiated by either party at any point during the formative or summative years, to address the teacher's performance needs.

Teachers – Teacher-scale employees who are assigned the responsibility of assessing, planning, and delivering of instruction to students or clients on a consistent basis throughout the year.

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