



## Goal Setting for Student Progress Form

**Teacher's Name:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_ **Evaluator's Title:** \_\_\_\_\_

**Subject/Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_ - \_\_\_\_

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

*Initial Goal Submission (due by 10/15 to the evaluator)*

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )		
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )		
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	<input type="checkbox"/> <i>Data attached</i>	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )		
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>

**Approval of Goal**

To the Evaluator: Use the following rubric to determine whether the goal is a rigorous goal that meets the SMART criteria. Provide a rating by checking the appropriate box in the rubric below.

<b>Goal Setting Rubric</b>			
<b>Level of Performance</b>			
<b>Exemplary</b>	<b>Proficient</b>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
Student learning and academic achievement goals are rigorous, attainable and reflect extraordinary growth beyond expectations during the course or school year	Student learning and academic achievement goals are rigorous, attainable and reflect acceptable growth during the course or school year	Not Applicable <b>CANNOT MOVE FORWARD</b> <hr/> Student learning and academic achievement goals are related to identified student needs, but S.M.A.R.T. process needs refining.	Not Applicable <b>CANNOT MOVE FORWARD</b> <hr/> Student learning and academic achievement goals are unrelated to identified student needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

**Feedback from Evaluator on Goal**

Strengths:

Areas for Improvement\*:

Next Steps:

- € Revisions Needed: Revise Goal Using Suggestions Provided Above and Resubmit by **10/30**
- € Revisions Not Needed at this Time: Continue with Goal Setting Process

Sign form after feedback has been provided from evaluator and/or goal has been revised, if necessary.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

*\*Comments are required if areas of improvement are noted*

<p><b>VI. Mid-Year Review (to be completed by 2/15)</b>  <i>(Describe goal progress and other relevant data)</i></p>	<p>Mid-year review conducted on _____</p> <p>Initials:     _____(teacher)     _____(evaluator)</p>
	<p><input type="checkbox"/> <i>Data attached</i></p>

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Evaluator's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

**End-of-Year Review (to be completed by 6/15)**

*Appropriate Data Received*

*Strategies used and data provided demonstrate appropriate Student Growth*      *Yes*      *No*

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Evaluator's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



## Formal Classroom Observation Form

*Directions: Observers should use this form to provide feedback to teachers about the observation. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.*

**Teacher's Name:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Observer's Name:** \_\_\_\_\_ **Observer's Title:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_ **Time of Observation:** \_\_\_\_\_ **Subject/Grade:** \_\_\_\_\_

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

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

*Comments:*

**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.*

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

*Comments:*

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

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

*Comments:*

**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.*

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

*Comments:*

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

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

*Comments:*

**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.*

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

*Comments:*

**7. Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

*Comments:*

**Additional Comments:**

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Pre-Observation Conference Record

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ School Year: \_\_\_\_\_

Conference Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Inquiries	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> <li>• The minimum length for an observation is 30 minutes. Would you like me to stay longer based on the lesson you have planned?</li> <li>• What have/will you have done instructionally with students in the days prior to the observation?</li> </ul>	
2. Describe the demographics of the class.	
3. What instructional methods will be used?	
4. What will you be highlighting in this lesson?	
5. What do you believe to be any areas of concerns?	
6. How will you determine that learning occurred?	



## Teacher Documentation Log Cover Sheet

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_ - \_\_\_\_\_

Standards	Examples of Evidence	Include a Minimum of Two Types of Evidence
1. Professional Knowledge	May include (but not required): <ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>	
2. Instructional Planning	May include: <ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Sample lesson or unit plan</li> <li>- Course syllabus</li> <li>- Intervention plan</li> <li>- Substitute lesson plan</li> <li>- Annotated learning objectives</li> </ul>	
3. Instructional Delivery	May include (but not required): <ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>	



Standards	Required Item	Examples of Evidence	Include a Minimum of Two Types of Evidence
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	<p>May include:</p> <ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>May include (but not required):</p> <ul style="list-style-type: none"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	

Standards	Required Item	Examples of Evidence	Include a Minimum of Two Types of Evidence
6. Professionalism	Evidence of :  Commitment to professional growth	May include: <ul style="list-style-type: none"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Parent Communication Log</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> </ul>	
7. Student Academic Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year	



## Parent Communication Log

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

School : \_\_\_\_\_

Date	Student	Person Contacted	Purpose	Mode	Notes
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
				<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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## Professional Development Log\*

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

School: \_\_\_\_\_

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

*\*This form is not to be used for recertification.*



## Grade 1-2 Student Survey

**Directions:**

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

Teacher \_\_\_\_\_ Date \_\_\_\_\_

	Yes	Some- times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

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



## Grade 3-5 Student Survey

**Directions:**

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

Teacher \_\_\_\_\_

School Year \_\_\_\_\_

	Yes	Some- times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

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



## Grade 6-8 Student Survey

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

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

Teacher's Name	School Year	Class/Period					
			Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable

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



## Grade 9-12 Student Survey

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

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

Teacher's Name \_\_\_\_\_ School Year \_\_\_\_\_ Class Period \_\_\_\_\_

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
My teacher communicates clearly.					
My teacher is knowledgeable about the subject area he/she teaches.					
The workload in this class is manageable.					
My teacher gives feedback on work and exams in a timely manner.					
I get helpful feedback from my teacher.					
My teacher handles classroom disruptions effectively.					
My teacher allows me to demonstrate my learning in a variety of ways.					
I feel challenged in this class.					
I feel comfortable sharing my ideas in class.					
My teacher helps me outside of class time when needed.					
My teacher shows respect to all students.					
My teacher respects my culture.					
I feel my teacher values me as a person.					
*					
*					

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

Comments:





## Student Survey Summary

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Teacher's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject(s): \_\_\_\_\_

Survey Version Given:  Grades 1-2     Grades 3-5     Grades 6-8     Grades 9-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)?  
\_\_\_\_\_%

### Student Satisfaction Analysis

4. Analyze survey responses and answer the following questions:
  - A) What did students perceive as your major strengths?
  - B) What did students perceive as your major weaknesses?
  - C) How can you use this information for continuous professional growth?

*You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)*



## Teacher Interim Performance Report

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**Teacher** \_\_\_\_\_

**School Year(s)** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

**School** \_\_\_\_\_

*Directions: Evaluators use this form by February 15 to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.*

**Strengths:**

**Areas of Improvement\*:**

**Comments:**

Teacher's Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

*\*Comments are required if areas of improvement are noted*

**1. Professional Knowledge:** *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

*Comments:*

**2. Instructional Planning:** *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

*Comments:*

**3. Instructional Delivery:** *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

*Comments:*

**4. Assessment of and for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

*Comments:*

**5. Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

*Comments:*

**6. Professionalism:** *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

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

*Comments:*

**7. Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

*Comments:*



## Teacher Performance Report

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ - \_\_\_\_\_

**Contract Status:** \_\_\_\_\_

**Documentation Reviewed:**     Teacher Documentation Log     Goal Setting Form     Observation Form  
 Other \_\_\_\_\_

**Directions:** Principals use this form at the end of the school year to provide teachers with an assessment of their performance. The teacher should receive a copy of the form. The signed form is submitted to the principal within 10 calendar days of the evaluation meeting. This form is due to the Human Resources Department by June 30.

### Performance Standard 1: Professional Knowledge

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments*:			

*\*Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

**Performance Standard 2: Instructional Planning**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	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.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.
<input type="checkbox"/> <i>Comments*:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Performance Standard 3: Instructional Delivery**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.
<input type="checkbox"/> <i>Comments*:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

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

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	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.	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.	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.
<input type="checkbox"/> <i>Comments*:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Performance Standard 5: Learning Environment**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
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.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/> <i>Comments*:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*



**Performance Standard 6: Professionalism**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	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.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

**Performance Standard 7: Student Academic Progress**

<b>Exemplary</b> <i>In addition to meeting the standard...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments*:</i>			

*\*Comments are required if areas of Developing/Needs Improvement or Unacceptable are noted*

**Evaluation Summary**

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- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

**Commendations:**

**Areas Noted for Improvement\*:**

**Teacher Improvement Goals:**

*\*Comments are required if areas of improvement are noted*

**Overall Evaluation Summary Criteria add language regarding review requested**

<input type="checkbox"/> EXEMPLARY	<input type="checkbox"/> DEVELOPING / NEEDS IMPROVEMENT
<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> UNACCEPTABLE
<i>Employee's Signature/Date</i>	<i>Administrator's Signature/Date</i>

Review must be requested within 15 business days.

Review required/requested:  YES  NO



## Performance Improvement Plan

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ - \_\_\_\_\_

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

_____ Evaluator's Signature/Date Initiated	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.  _____ Teacher's Signature/Date Initiated
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### Results of Performance Improvement Plan<sup>1</sup>:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

### Final recommendation based on outcome of Improvement Plan:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated "Proficient."
- Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."
- Little or no improvement has been achieved; the teacher is rated "Unacceptable."

\_\_\_\_\_  
Evaluator's Signature/Date Reviewed

\_\_\_\_\_  
Teacher's Signature/Date Reviewed  
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

<sup>1</sup> These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher. \_\_\_\_\_ **Additional Pages Attached**

