

FAIRFAX COUNTY PUBLIC SCHOOLS

PERFORMANCE ASSESSMENT AND EVALUATION HANDBOOK
A Resource for All Teacher-Scale Employees

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INTRODUCTION

The performance assessment and evaluation process is for all teacher-scale employees. The major components of the process are explained in this handbook. They include the following: the five standards of performance, the performance guidelines and expectations, the evaluation cycle, assessment and evaluation procedures, the self-assessment, midyear assessment, final evaluation, and the intervention process. A glossary is provided to clarify terms used in the context of performance assessment and evaluation. The appendices provide general information and samples of the various reports and forms used for all teacher-scale employees.

GOALS

The assessment and evaluation process for all teacher-scale employees is based on the belief that evaluation is a positive experience for encouraging professional growth and an essential element in the improvement of instruction. The process

- offers professional growth opportunities for all teachers.
- provides support for teachers and administrators.
- recognizes teaching performance that exceeds guidelines/expectations.
- gives special assistance to teachers in need of improvement.
- provides intensive assistance to teachers with conditional reappointments.
- identifies teachers not meeting guidelines/expectations.

GLOSSARY

Annual Contract Teachers – probationary teachers who are in the first three years of teaching in Fairfax County Public Schools. They are formally evaluated during each of their first three years.

Continuing Contract Teachers – teachers who are evaluated on a three-year cycle; that means one year on evaluation and two years without evaluation.

Diagnostic Focus – provides the teacher with areas of focus for the enhancement or improvement of his or her teaching.

Drop-in Observation - an unannounced classroom visit with feedback to the teacher. A series of drop-in visits, with written feedback, may also be used as documentation.

Expectations - the specific teacher behaviors within each standard's performance guidelines.

Formal Observation – an announced or unannounced visit to the work station or setting during which the observer records classroom events which may include a variety of teaching activities. An observation report and post-observation conference are used to give feedback.

Guidelines - the categories of performance within each standard.

Improvement Plan - a plan developed by a teacher, with approval by the evaluator, which identifies appropriate strategies for improvement in identified guidelines areas.

Intervention Program - a program of planned and sustained assistance for a teacher who receives a conditional reappointment. The team includes the teacher, a Human Resources assessment specialist, a curriculum designee, and an administrator.

Intervention Work Plan - a plan developed by the intervention team which identifies strategies to assist a teacher receiving a conditional reappointment.

Midyear Assessment - an assessment of a teacher's performance provided by the evaluator during the midyear review conference, documented on the midyear assessment form.

National Board Certification - a certification granted by the National Board for Professional Teaching Standards (NBPTS), a nonprofit, independent organization of teachers and other educational stakeholders who work to advance the teaching profession and to improve student teaching.

Observation Report - a written report used to give feedback to teacher-scale employees regarding a classroom observation, structured interview, review of records, or shadowing activity.

Office of Employee Performance and Development (OEPD) – office in the Department of Human Resources that supports employee performance and development through the administration of employee orientation, assessment and evaluation, and career development programs.

Review of Records - an analysis of files and other materials conducted to obtain information about a teacher's ability to establish and maintain accurate records.

Self-Assessment - a teacher's examination of the standards of performance and guidelines that is reviewed with the evaluator during the self-assessment conference.

GLOSSARY
(Continued)

Self-Assessment Conference- a conference between the teacher and evaluator to review and discuss the teacher's self-assessment.

Shadowing - an observation of a series of activities and/or routines.

Standards of Performance - the criteria by which a teacher's performance is evaluated. Each of the five standards contains guidelines and expectations. Performance will be assessed as either meeting, exceeding, or not meeting the guidelines of each standard.

Structured Interview - an interview, generally in writing, designed to gather information from the teacher about performance as related to the five standards.

Student Survey - a survey used by all teachers of grades 9-12 for at least one section of each course taught. The survey is not to be used for teacher evaluation; it is for the teacher's informal self-assessment. Refer to Regulation 4428.

Teachers - teacher-scale employees, including counselors, media specialists, central resource and special projects teachers, assistant athletic directors, speech and language clinicians, therapists, etc.

REGULATIONS

NOTE: The following regulations provide guidelines and procedures related to duties, responsibilities, and rights of employees.

Regulation 4428 Establishes procedures for the use of the student opinion survey in teacher self-assessment

Regulation 4440 Establishes the standards and procedures by which employees are evaluated

Regulation 4461 Governs the grievance procedure

Regulation 4293 Defines grounds for dismissal

STANDARDS OF PERFORMANCE

The five standards of performance for teachers are used by evaluators and teachers in the assessment and evaluation process. These standards state what is expected of teachers in Fairfax County Public Schools. All standards are essential to successful performance. Guidelines and expectations accompany standards and provide a framework for how each standard can be met. Standards, guidelines, and expectations for teachers are in Appendix B.

The standards of performance are

- 1. Planning and Assessment**
- 2. Instruction**
- 3. Learning Environment**
- 4. Human Relations and Communication Skills**
- 5. Professionalism**

PERFORMANCE ASSESSMENT AND EVALUATION

The performance assessment and evaluation process is used to identify how successfully full-time and part-time teachers have implemented the guidelines and expectations for the five standards of performance. The evaluator makes an assessment following the completion of all required data collection based upon meeting, exceeding, or not meeting the guidelines. When determining evaluation assessments, the evaluator must consider the data collections and communications with the teacher which occurred during the evaluation. The evaluation of performance within the 22 guidelines will result in a contractual recommendation of reappointment, conditional reappointment, or nonreappointment.

Evaluators will judge each of the 22 guidelines as meeting, exceeding, or not meeting levels of performance on the midyear assessment form and the final evaluation form. Meeting expectations reflects a high standard of performance. Teachers who exceed expected levels of performance positively influence the performance of other staff members. They lead by example, bring about positive change, and modify the behavior of others. A teacher who exceeds guidelines is one who consistently

- initiates successful new methods of instruction and/or solutions to problems.
- innovates by using a wide range of resources, creative lessons, and positive classroom management techniques to meet students' needs.
- involves students, colleagues, administrators and/or parents in developing and implementing educational plans and programs.

A teacher receiving a recommendation for reappointment may have specific guideline and expectation areas identified for improvement in the diagnostic focus section of the final evaluation form. At the evaluator's direction, the teacher must develop an improvement plan that meets the evaluator's approval. Upon satisfactory completion of the improvement plan, related documents shall be removed from the local site personnel file at the teacher's request. If the teacher fails to improve, the evaluator shall place the teacher in the formal evaluation cycle. (Improvement plan samples are on pages 35-38.)

When recommending a conditional reappointment, there should be a reasonable expectation that improvement can be achieved. An intervention team will be formed and an intervention work plan developed. The teacher will be evaluated again the next year. The teacher's salary step for the next year will remain the same as for the current year. The teacher must receive a reappointment recommendation or dismissal will be recommended. A second conditional reappointment recommendation is not an option.

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 means one year on evaluation and two years without 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 December 1.
- Teachers new to FCPS hired during the previous school year after November 30.
- 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.

DEFERRAL/EXEMPTION REQUESTS

National Board Certification:

National Board Certified teachers may request **deferral** once during their tenure of National Board Certification. The request must be made in writing prior to the self-assessment conference in the teacher's assigned formal evaluation year. A teacher whose request is approved will be deferred until his or her next regularly scheduled evaluation year. (See Appendix F for sample deferral request letter.) This deferral is not available to annual contract teachers.

Retirement/Resignation:

A teacher who intends to retire or resign at or prior to the end of the school year may request an **exemption** from the evaluation process. The request for exemption from evaluation must be submitted to the principal/program manager for approval along with the appropriate HR-2 form. The request and the HR-2 form should be forwarded to the Department of Human Resources. (See Appendix G for sample exemption request letter.)

ASSESSMENT AND EVALUATION PROCEDURES

All teachers are held to the same standards of performance, but the data collections may vary. Assessment procedures include the following:

- Overview of the process
- Teacher self -assessment
- Self-assessment conference
- Classroom observation by the evaluator (formal or drop-ins)
- Midyear assessment conference to review performance and provide an interim assessment of performance
- Additional data collection with written feedback (See page 4.)
- A final evaluation that contains feedback in all 22 guideline areas shared with the teacher during the assessment process
- Final evaluation conference if requested by the teacher or evaluator

Additional data collection activities can be used to provide substantive information about a teacher's performance. (See page 4.) The evaluator may conduct as many data collection activities as are necessary to ensure appropriate instructional supervision. Assistance shall be available to the teacher upon the request of the teacher or the evaluator.

DATA COLLECTION FOR TEACHER ASSESSMENT AND EVALUATION

Collecting evidence to evaluate teachers through a variety of sources is integral to the assessment process. The following list includes some, but not all, of the sources of assessment data that the evaluator considers when writing the final evaluation report. The data below can be used for assessment as long as it is shared with the teacher during the process.

- Observation reports
- Written feedback from drop-in visits
- Structured interviews
- Written communications initiated by teacher (notes, memos, letters, newsletters, Back-to-School Night materials)
- Written communications about the teacher (letters from parents, volunteers, business, and community representatives; citations from organizations; memos from school system personnel)
- Documentation of the teacher's involvement in school and professional activities (meeting agendas, presentation evaluations, activity results)
- Transcripts or certificates of participation
- Review of records (plan book, grade book, portfolios, teacher-prepared materials, grading policy, class management, student records)
- Feedback from parent and counselor conferences
- Pattern of discipline referral and follow-up
- Requests for student placement
- Teacher logs/records of after-school assistance provided to students
- Plans provided to substitutes
- Shadowing
- Teacher's parent-conference notes, phone logs of parent contacts, e-mail communications

Note: Teachers may submit written comments as a response to any data collection; such comments should be kept with the assessment data.

FORMAL OBSERVATION PROCESS

When a formal **announced** observation is selected, the process should include: a preconference prior to each observation, the actual observation, and a postconference to provide feedback on observational data. Although formal **unannounced** observations will not include the preconference, every formal observation should be followed by a postconference with written feedback. A description of the preconference, observation, observation report, and postconference is provided below.

Preconference for announced observations

The purpose of the preconference is to enable the observer to gain insight into the teacher's thinking and planning. Both teacher and observer bring to the conference a shared responsibility for a productive and professional exchange.

The evaluator/observer

- explains the purpose of the preconference,
- reviews the lesson plan and other written materials provided by the teacher, and
- gathers data through questioning and discussion to ensure mutual understanding about the teacher's objectives, lesson preparation, classroom policies, student group information, and assessment of student learning.

The teacher

- submits to the evaluator/observer a **written** lesson plan that includes the following:
 - POS, SOL, AP, or IB objectives for the lesson to be observed,
 - intended outcomes (what the students will know or be able to do),
 - means of assessing student mastery (evidence),
 - methods to be used to obtain the objectives (strategies, activities, type of interaction, assessment of student understanding),
- explains classroom routines, expectations, special student needs, and student behaviors,
- communicates how the lesson fits into the total instructional program for the group, and
- asks questions to clarify procedures or processes.

OBSERVATION PROCESS

(Continued)

Observation

In order to collect sufficient data to write a report, the observer should remain in the classroom for a significant portion of the lesson or for the entire lesson.

Following the observation, the observer will analyze the data collected in order to write the observation report. Analysis includes: 1) identifying which behaviors, dialogue, and/or events were salient, and why, and 2) deciding which standards, guidelines, and expectations are reflected or not reflected by the observation data. The observer should refer to the five standards of performance and the accompanying guidelines. (See Appendix B.)

Observation Report

The formal observation report is divided into three sections: Lesson/Activity Overview, Standards of Performance Observed, and a Diagnostic Focus. Every observation report should contain meaningful feedback in each of these sections. This feedback enables both the observer and the teacher to discuss the relationship between the observation data and the standards, guidelines, and expectations. Examples for each section of the observation report follow.

Section 1: Lesson/Activity Overview

This section of the observation report briefly describes the setting: size, level, and composition of the group; time of day; length of the observation; summary of what occurred; and circumstances unique to this observation (including fire drills, assemblies, schedule irregularities, etc., that may have had an impact on the activity). The overview also provides a global view of the activities that took place.

Section 2: Standards of Performance Observed

This section of the observation report identifies standards demonstrated in the lesson. The observer should record salient events, i.e., those things that were significant and determined the outcome of the lesson. The effect on the students is an important criterion in identifying salient events. Each standard cited in the observation report should be supported by claims, evidence, and judgments correlated to the guidelines and expectations.

Section 3: Diagnostic Focus

This portion of the observation report is intended to **enhance** or **improve** teaching performance. The observer may identify a need for improvement by making a negative claim, citing evidence to support that claim, interpreting the effect on students, and making suggestions for improvement. The observer may also make recommendations to enhance or expand the teacher's repertoire of skills, without having to identify specific claims or evidence. The observer is expected to make recommendations that improve, enhance, or expand the teacher's repertoire of skills. Reports can contain either or both types of feedback. Because each performance standard is general and broad-based, the possibility exists for a standard to be cited both as a strength and as an area for improvement.

OBSERVATION PROCESS
(Continued)

Any observation report may be done in the following format:

Fairfax County Public Schools

Observation Report

Preconference – (Date)
Observation – (Date)
Postconference – (Date)

Teacher's Name: Ann Harmony
Teacher's School: Fuller Middle School
Observer's Name: Edna Minor
Grade/Subject/Position: Social Studies 7
Observer's Title: Assistant Principal

Lesson/Activity Overview:

Ms. Harmony taught a seventh-grade social studies class with 27 students. The 50-minute lesson was organized into two sections: review the purposes of the Mayflower Compact and create a class charter.

Standards of Performance Observed:

As the observation began, the teacher was taking notes at her desk. The objectives for the day's lesson were posted on the chalkboard: 1) Review the purposes of the Mayflower Compact, and 2) Create a class charter. The lesson content supported the POS and SOLs; lesson objectives were communicated. **(Instruction:** *The teacher demonstrates an understanding of subject area;* **Learning Environment:** *The teacher communicates expectations clearly.*) There were displays of pre-Colonial clothing, pictures of the Mayflower and other ships used by early New England settlers, and copies of the Mayflower Compact posted on the bulletin boards around the classroom. Materials and resources were organized for effectiveness. **(Planning and Assessment:** *The teacher selects appropriate resources to meet individual, group, and program needs.*) Class began with a discussion of the primary components and goals of the Mayflower Compact. Students volunteered responses. Sandra replied, "To create laws that were fair to everyone in the colony." David added, "They wanted something like a constitution to make sure the colony would survive, to keep going." As students responded, one student recorded answers on the chalkboard for student reference. Several students copied answers onto their worksheets. The teacher used methods that enhanced student participation and involvement in learning. **(Instruction:** *The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.*)

Students were then formed into groups of four, with one group of three, to complete the project. The teacher circulated among the groups to monitor progress, clarifying and answering student questions. After a time, the teacher cautioned groups that time was running out. "You have had 15 minutes to work on your charter and should almost be finished; you have about 10 more minutes until 9:25." All of the students were on task and appeared to be actively involved in the project. Instructional groups were managed and momentum of the lesson maintained. **(Learning Environment:** *The teacher maintains the momentum of instruction.*)

OBSERVATION PROCESS
(Continued)

As students continued their task, the teacher circulated among them, taking notes as she walked from group to group. After observing two groups, she offered a suggestion. "Remember, the charter you are working on should be like the Mayflower Compact, but it is for use within this class. It should deal with things that are relevant to this classroom." The teacher asked if anyone from a group had examples that could be shared. Students in two groups immediately raised their hands. Gina responded, "The class could have occasional meetings to discuss problems that might come up." The teacher asked students if they understood how the compact would apply to a classroom situation. They confirmed they did and returned to task. The teacher monitored student understanding through ongoing assessment. **(Learning Environment:** *The teacher monitors student understanding.*)

Just before 9:30, the teacher asked for the group's attention. "I know some of you had to adjust your charter to meet our classroom needs, so we'll take another 10 minutes to allow you to finish." She continued to circulate among the groups. Interaction between students and teacher was comfortable and respectful. Students were quite comfortable to ask questions when in doubt. **(Human Relations and Communication Skills:** *The teacher creates and maintains a positive classroom climate.*)

Diagnostic Focus:

Though students were actively involved in a productive activity, the teacher could have paced the lesson to allow more closure to the activity, providing an additional instructional opportunity. The teacher should consider closing class with at least one group presenting its preliminary class charter. **(Instruction:** *The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.*)

I would like the opportunity to come back and see the results of the group efforts and see the charters designed by your students. Please let me know of a time that would be good for me to visit.

Observer's Signature _____ Date _____

Teacher's Signature _____ Date _____
(Signature certifies that the teacher has reviewed the entire report.)

cc: Local Site Personnel File

.....
Postconference

A postconference should follow each formal observation. The purpose of this conference is for the observer to discuss the observation report. Both the observer and the teacher should focus on the analysis of instruction and instructional growth opportunities.

Final Observation Report for Formal Announced and Formal Unannounced Observations

The teacher is provided with the final observation report. The teacher should be informed of the opportunity to make additional or clarifying statements in writing. The teacher's signature signifies *only* that the teacher has reviewed the observation report. The signed report will be placed in the local site personnel file.

MIDYEAR EVALUATION

The evaluator ordinarily will conduct a midyear review conference with each teacher being evaluated. The date may be adjusted in extenuating circumstances to represent a midpoint of the evaluation period. Guidelines where expected performance levels have not been met must be identified. The evaluator will provide a clear description of performance based upon data shared with the teacher to that date. A copy of the teacher midyear assessment form is provided in Appendix D.

FINAL EVALUATION

Upon completion of the performance assessment evaluation process, the evaluator, after carefully considering all assessment data, completes the final evaluation form.

Final evaluations will provide teachers a profile of their performance for the five standards and the accompanying 22 guidelines (meeting, exceeding, or not meeting expected levels of performance). Reappointment, conditional reappointment, or nonreappointment will be recommended based upon performance assessment.

The evaluator or teacher may request a conference to discuss the evaluation. A copy of the teacher final evaluation form is provided in Appendix E.

Assessment data related to Standards 1 – 4 are collected throughout the current evaluation cycle. Assessment data related to Standard 5, Professionalism, are collected from the conclusion of the teacher's last formal evaluation cycle through the conclusion of the current evaluation cycle.

FINAL EVALUATION: DIAGNOSTIC FOCUS

Final evaluations will provide all teachers with areas on which to focus for the enhancement or improvement of teaching. Areas for enhancement are to be addressed by the teacher as goals for professional development during years in which the teacher is not formally evaluated.

Improvement Plan. A teacher receiving a recommendation for reappointment with areas for improvement identified in the diagnostic focus will develop, at the evaluator's discretion, an improvement plan that will be approved, monitored, and assessed by the evaluator during the following year. In approving the plan, the evaluator will identify performance expectations based on the standards of performance. (See Appendix K.)

These guidelines must be followed:

- The teacher develops an improvement plan based upon areas of improvement identified in the diagnostic focus of the final evaluation.
- The teacher presents his or her improvement plan to the evaluator for approval.
- The teacher works on the identified areas of improvement, and the evaluator monitors the teacher's progress.
- The teacher and evaluator meet to discuss the status of the improvement plan.
- The teacher and evaluator meet to discuss the completion of the improvement plan.
- The evaluator provides the teacher with written feedback on the final results of the improvement process.

NOTE: Regardless of cycle, the evaluator, at any time, may ask a teacher to develop an improvement plan for a prescribed period of time addressing identified guideline areas not meeting expectations.

FINAL EVALUATION: DIAGNOSTIC FOCUS
(Continued)

A first- or second-year annual contract teacher completing an improvement plan will be on cycle to be evaluated next year. However, a continuing contract teacher who successfully completes an improvement plan will not be placed in the formal evaluation cycle. If the continuing contract teacher makes the identified improvement, the evaluator should include in the summary memo areas for professional growth to be addressed in the years until the teacher's next formal evaluation. Upon successful completion of the improvement plan, related documents shall be removed from the local site personnel file at the teacher's request. If the teacher fails to improve, the evaluator will provide written notice to the teacher that he or she will be placed in the formal evaluation cycle.

FINAL EVALUATION: CONDITIONAL REAPPOINTMENT

Intervention Program. Fairfax County Public Schools recognizes the need to provide planned and sustained assistance to teachers whose performance does not meet expectations and, consequently, receive a conditional reappointment. Therefore, teachers who receive a conditional reappointment will participate in an intervention program and will be evaluated again the following school year.

The teacher's salary step for the next year will remain the same as for the current year. However, any applicable cost-of-living adjustment will not be affected. If the teacher receives a reappointment recommendation during the subsequent evaluation cycle, the salary step will be restored the following year.

Teachers participating in the intervention program receive assistance from an intervention team to include the teacher, the team administrator, a curriculum designee, and a performance assessment specialist. The team will develop an intervention work plan with the teacher and will suggest ways for the teacher to implement the plan. Team members may make classroom observations and provide feedback to the teacher. Teachers should actively participate in the intervention team meetings and should identify specific needs for assistance.

The assessment and evaluation process continues while a teacher is in the intervention program. The evaluation process and the intervention process are distinct, separate, and confidential and continue concurrently.

A teacher receiving a conditional reappointment must achieve a recommendation for reappointment on the next year's final evaluation or dismissal will be recommended. A second conditional reappointment recommendation is not an option.

FINAL EVALUATION: NONREAPPOINTMENT

Termination of employment shall be recommended for teachers who are not recommended for reappointment.

Unsatisfactory performance will be defined in the final evaluation and the standards and guidelines that do not meet expectations will be outlined.

Notwithstanding any other provision of this section, any teacher on an annual contract may be dismissed or his or her contract may not be renewed if a contractual recommendation of nonreappointment is received. Nothing in Regulation 4440 shall be construed to provide tenure to an annual contract teacher or to require cause for not renewing the contract of an annual contract teacher.

STANDARDS OF PERFORMANCE

The following standards, guidelines, and expectations are to assist teacher-scale employees in their efforts to build greater expertise and to state what is expected of teachers in Fairfax County Public Schools. All standards are essential to effective performance. Guidelines and expectations define standards and provide teachers a variety of ways to meet each standard. They enable teachers and evaluators to assess the quality of performance; they also serve as building blocks on which teachers can continue to expand their teaching repertoires. They are not intended to provide the evaluator a checklist to be used quantitatively. Expectations present examples of the ways the guidelines within a standard can be achieved.

The 5 standards and 22 guidelines are the same for all teacher-scale employees. However, for some evaluations the teacher and evaluator may agree to identify job-specific performance expectations within the existing guidelines. (See Appendix L.) Modifications of this type should be established at the self-assessment conference and reflected in the summary memorandum of that conference.

STANDARDS OF PERFORMANCE, GUIDELINES, AND EXPECTATIONS

PLANNING AND ASSESSMENT

1. The teacher plans instruction to meet individual, group, and program needs.

The teacher . . .

- a. establishes both short-term and long-range objectives based upon the FCPS Program of Studies and the state's Standards of Learning.
- b. considers student needs and readiness in planning appropriate strategies for achieving short-term and long-range objectives.
- c. develops appropriate and effective strategies and activities that meet students' needs and achieve objectives.
- d. plans instruction appropriate to the developmental needs of all students.
- e. assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- f. demonstrates efficient time management and organizational skills.

2. The teacher selects appropriate resources to meet individual, group, and program needs.

The teacher . . .

- a. creates and uses assessments that match and reflect planned objectives.
- b. arranges/adapts classroom to accommodate individual and group learning needs.
- c. organizes materials, resources, and equipment and assesses their effectiveness for class use.

3. The teacher identifies and communicates specific student performance expectations.

The teacher . . .

- a. utilizes assessment procedures to determine changes needed during instructional delivery.
- b. identifies and communicates specific student performance expectations.
- c. uses assessment information to remediate, reteach, or extend teaching to meet individual and/or group needs.
- d. communicates student progress and/or assessment information to students, parents, and appropriate staff members in an efficient and timely manner.

4. The teacher documents student learning using appropriate assessment instruments.

The teacher . . .

- a. applies a knowledge of current assessments.
- b. documents student learning using appropriate assessment instruments and student products.
- c. maintains records that are accurate and appropriate to purpose.
- d. involves students in assessing their own progress.

INSTRUCTION

1. The teacher demonstrates an understanding of subject area.

The teacher . . .

- a. communicates the belief that all students can learn.
- b. keeps current with the field and applies knowledge of research to the instructional program.
- c. implements lessons that support the Program of Studies and Standards of Learning.
- d. demonstrates knowledge of technology as it relates to the curriculum.

2. The teacher creates learning experiences that make the subject matter meaningful for all students.

The teacher . . .

- a. uses a variety of appropriate resources, technology, and materials in the content area.
- b. encourages the academic curiosity and critical thinking of students.
- c. relates curriculum to students in a meaningful manner.
- d. involves students in discovering, exploring, and appreciating the relationship between the subject and other disciplines.

3. The teacher understands how students differ in their approaches to learning.

The teacher . . .

- a. recognizes individual differences and learning styles and adjusts practice as appropriate.
- b. selects objectives to match student needs and developmental levels.
- c. uses a variety of teaching methods and techniques that reflect current research.

4. The teacher is able to differentiate instruction to meet students' diverse needs.

The teacher . . .

- a. uses appropriate materials and technology that match the learning styles of students.
- b. utilizes flexible grouping practices to respond to diverse needs.
- c. encourages students to identify strengths while developing all areas of competence.

5. The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.

The teacher . . .

- a. evaluates materials for accuracy, currency, and student interest.
- b. provides students with multimedia materials that are appropriate and challenging for all instructional levels.
- c. encourages and guides the development of problem-solving skills and independent thinking.
- d. uses a variety of questioning techniques to ensure a challenging environment.
- e. demonstrates competence in technology usage.

6. The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.

The teacher . . .

- a. paces instruction appropriately and reteaches material based on assessment.
- b. uses questioning strategies effectively.
- c. implements curriculum experiences to encourage students to reflect on and assume responsibility for their own learning.
- d. solicits comments, questions, examples, and other contributions from students throughout lessons.
- e. provides opportunities for guided and independent practice.
- f. responds positively to student questions.
- g. implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another.

LEARNING ENVIRONMENT

1. The teacher communicates expectations clearly.

The teacher . . .

- a. communicates lesson objectives.
- b. communicates clearly in writing and speaking.
- c. models enthusiasm for and engagement in learning.
- d. expects students to demonstrate an understanding of expectations.
- e. expects students to demonstrate enthusiasm and engagement in learning.

2. The teacher manages student behavior.

The teacher. . . .

- a. establishes expectations and consequences for student behavior.
- b. communicates expectations of student behavior to students and parents.
- c. enforces rules consistently.
- d. manages disruptive situations as they occur.

3. The teacher maintains the momentum of instruction.

The teacher . . .

- a. handles administrative routines efficiently.
- b. involves students in the efficient operation of the classroom.
- c. captures and sustains students' interests.
- d. organizes materials and supplies.
- e. structures smooth transitions.
- f. manages classroom procedures to maximize academic learning time.
- g. manages instructional groups.
- h. encourages students to demonstrate responsibility.

4. The teacher monitors student understanding.

The teacher . . .

- a. uses various forms of ongoing assessment to monitor the effectiveness of instruction.
- b. identifies student confusion.
- c. modifies instruction based on student understanding.
- d. provides continuous and meaningful feedback.
- e. models and encourages the use of self-assessment strategies.
- f. enables students to participate actively in the lesson.
- g. encourages students to use strategies for monitoring their own learning.

5. The teacher ensures a supportive learning environment.

The teacher . . .

- a. creates a learning environment for all students that encourages social interaction, active engagement in learning, and self motivation.
- b. organizes and maintains a physical setting that minimizes disruption and promotes learning and safety.
- c. establishes expectations and consequences for student behavior.
- d. communicates expectations and consequences for student behavior to students and parents.
- e. consistently enforces rules.
- f. uses/adapts space for different instructional purposes at different times, matched to curricular goals as well as student needs.
- g. expects students to maintain a safe learning environment.
- h. encourages students to demonstrate the confidence to explore and question.

HUMAN RELATIONS AND COMMUNICATION SKILLS

1. The teacher creates and maintains a positive classroom climate.

The teacher . . .

- a. communicates high academic expectations for all learners.
- b. communicates high behavior expectations for all learners.
- c. accommodates multicultural and individual differences.
- d. encourages students to develop an awareness of and appreciation for all cultures.
- e. responds to requests for assistance promptly and efficiently.
- f. encourages student initiative and expression in speaking, writing, and other media.
- g. incorporates principles of equal opportunity and non-discrimination into classroom management.
- h. encourages risk-taking.
- i. provides opportunities for success and meaningful positive recognition.
- j. establishes relationships with students that demonstrate integrity, fairness, humor, courtesy, respect, active listening, consistency, and trust.
- k. models effective verbal and non-verbal communication skills.
- l. uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- m. promotes positive interpersonal relationships.

2. The teacher forges partnerships with parents that foster learning and well being at home and at school.

The teacher . . .

- a. promotes positive home/school relationships.
- b. encourages collaborative partnerships with parents to support opportunities for student success.
- c. ensures consistent and timely communication with parents.
- d. demonstrates flexibility in planning meetings with parents.
- e. encourages parental involvement in classroom and school activities.
- f. handles confidential information and sensitive situations professionally and with discretion.
- g. communicates successfully with parents from diverse cultural backgrounds.

3. The teacher builds positive relationships within the school and community.

The teacher . . .

- a. establishes working relationships that demonstrate integrity, sensitivity, fairness, humor, courtesy, respect, and active listening.
- b. uses acceptable written and oral language.
- c. works cooperatively with appropriate school personnel to assist students in reaching their goals.
- d. uses available resources to support students with physical, intellectual, or emotional needs.
- e. works cooperatively with appropriate school personnel to address issues that impact instruction, academic achievement, and school climate.

PROFESSIONALISM

1. The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building-level goals.

The teacher . . .

- a. participates actively and constructively in program development, change, and implementation of schoolwide goals at all levels.
- b. demonstrates personal integrity based upon positive professional and ethical standards.
- c. demonstrates professional judgment in dealing with confidential information.
- d. meets contractual obligations.
- e. fulfills professional responsibilities in a timely manner.

2. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.

The teacher . . .

- a. participates in school activities as appropriate to assist students and enhance school image.
- b. shares expertise and new ideas with colleagues.
- c. provides additional opportunities for students to receive academic assistance.
- d. participates in or sponsors student, teacher, school, division, and/or community activities or events.
- e. participates in staff development opportunities and shares expertise.

3. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.

The teacher . . .

- a. participates in professional growth activities which may include conferences, workshops, course work, and/or membership in professional organizations.
- b. maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- c. engages in ongoing self-assessment.
- d. uses appropriate resources to grow professionally.
- e. maintains proper licensure and certification.

4. The teacher fulfills educational leadership roles.

The teacher . . .

- a. seeks opportunities to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers.
- b. supports student, teacher, school, division, and/or community events that support school goals. serves as an appropriate role model.
- d. seeks opportunities to provide service to the profession, division, and the community.



**Fairfax County Public Schools
TEACHER SELF-ASSESSMENT**

Teacher's Name _____ Employee ID No. _____
 School _____ Grade/Subject _____
 Evaluation Year _____

PLANNING AND ASSESSMENT			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher plans instruction to meet individual, group, and program needs.			
The teacher selects appropriate resources to meet individual, group, and program needs.			
The teacher identifies and communicates specific student performance expectations.			
The teacher documents student learning using appropriate assessment instruments.			

INSTRUCTION			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates an understanding of subject area.			
The teacher creates learning experiences that make the subject matter meaningful for all students.			
The teacher understands how students differ in their approaches to learning.			
The teacher is able to differentiate instruction to meet students' diverse needs.			
The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.			
The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.			

LEARNING ENVIRONMENT			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher communicates expectations clearly.			
The teacher manages student behavior.			
The teacher maintains the momentum of instruction.			
The teacher monitors student understanding.			
The teacher ensures a supportive learning environment.			

HUMAN RELATIONS AND COMMUNICATION SKILLS

	DOES NOT MEET	MEETS	EXCEEDS
The teacher creates and maintains a positive classroom climate.			
The teacher forges partnerships with parents that foster learning and well being at home and at school.			
The teacher builds positive relationships within the school and community.			

PROFESSIONALISM

	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building level goals.			
The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.			
The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.			
The teacher fulfills educational leadership roles.			

Comments:

Distribution:

Copy – Teacher

Copy - Evaluator

(Revised 7/01/02)



Fairfax County Public Schools
TEACHER MIDYEAR PERFORMANCE ASSESSMENT

Teacher's Name _____ Employee ID No. _____
 School _____ Grade/Subject _____
 Evaluation Year _____

PLANNING AND ASSESSMENT

	DOES NOT MEET	MEETS	EXCEEDS
The teacher plans instruction to meet individual, group, and program needs.			
The teacher selects appropriate resources to meet individual, group, and program needs.			
The teacher identifies and communicates specific student performance expectations.			
The teacher documents student learning using appropriate assessment instruments.			

INSTRUCTION

	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates an understanding of subject area.			
The teacher creates learning experiences that make the subject matter meaningful for all students.			
The teacher understands how students differ in their approaches to learning.			
The teacher is able to differentiate instruction to meet students' diverse needs.			
The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.			
The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.			

LEARNING ENVIRONMENT

	DOES NOT MEET	MEETS	EXCEEDS
The teacher communicates expectations clearly.			
The teacher manages student behavior.			
The teacher maintains the momentum of instruction.			
The teacher monitors student understanding.			
The teacher ensures a supportive learning environment.			

HUMAN RELATIONS AND COMMUNICATION SKILLS

	DOES NOT MEET	MEETS	EXCEEDS
The teacher creates and maintains a positive classroom climate.			
The teacher forges partnerships with parents that foster learning and well being at home and at school.			
The teacher builds positive relationships within the school and community.			

PROFESSIONALISM

	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building level goals.			
The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.			
The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.			
The teacher fulfills educational leadership roles.			

Comments:

MIDYEAR RECOMMENDATION:

Reappointment Conditional Reappointment Do Not Reappoint

Signature of Principal/Evaluator: _____ **Date:** _____

Signature of Teacher: _____ **Date:** _____

Distribution: **Copy – Teacher** **Copy – Local Site Personnel File**

(Revised 7/1/02)



Fairfax County Public Schools
TEACHER FINAL EVALUATION

Teacher's Name _____ Employee ID No. _____
 School _____ Grade/Subject _____
 Evaluation Year _____

PLANNING AND ASSESSMENT			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher plans instruction to meet individual, group, and program needs.			
The teacher selects appropriate resources to meet individual, group, and program needs.			
The teacher identifies and communicates specific student performance expectations.			
The teacher documents student learning using appropriate assessment instruments.			

INSTRUCTION			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates an understanding of subject area.			
The teacher creates learning experiences that make the subject matter meaningful for all students.			
The teacher understands how students differ in their approaches to learning.			
The teacher is able to differentiate instruction to meet students' diverse needs.			
The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.			
The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.			

LEARNING ENVIRONMENT			
	DOES NOT MEET	MEETS	EXCEEDS
The teacher communicates expectations clearly.			
The teacher manages student behavior.			
The teacher maintains the momentum of instruction.			
The teacher monitors student understanding.			
The teacher ensures a supportive learning environment.			

HUMAN RELATIONS AND COMMUNICATION SKILLS

	DOES NOT MEET	MEETS	EXCEEDS
The teacher creates and maintains a positive classroom climate.			
The teacher forges partnerships with parents that foster learning and well being at home and at school.			
The teacher builds positive relationships within the school and community.			

PROFESSIONALISM

	DOES NOT MEET	MEETS	EXCEEDS
The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building level goals.			
The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.			
The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.			
The teacher fulfills educational leadership roles.			

Comments:

Diagnostic Focus:

FINAL RECOMMENDATION:

Reappointment Conditional Reappointment Do Not Reappoint

Signature of Principal/Evaluator: _____ **Date:** _____

Teacher and evaluator signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I may attach additional comments to this report.

Signature of Teacher: _____ **Date:** _____

Distribution: Original – Human Resources Personnel File Copy - Local Site Personnel File Copy – Teacher

(Revised 7/1/02)

SAMPLE DEFERRAL REQUEST LETTER FOR NATIONAL BOARD CERTIFICATION

WOLF RUN SECONDARY

MEMORANDUM

(Date)

TO: Janet Jones, Principal
FROM: Charles Wyatt, Teacher
SUBJECT: Evaluation Deferral Request

The purpose of this memorandum is to request deferral from the formal evaluation scheduled for school year (date). The basis for this request is my successful completion of National Board Certification during the (date) school year.

Thank you for your consideration of this request. If you have questions or need further information, please let me know.

cc: Local Site Personnel File
Office of Employee Performance and Development

SAMPLE DEFERRAL REQUEST LETTER FOR NATIONAL BOARD CERTIFICATION

WOLF RUN SECONDARY

MEMORANDUM

(Date)

TO: Charles Wyatt, Teacher

FROM: Janet Jones, Principal

SUBJECT: Evaluation Deferral Request

Your request of (date), to be deferred from the FY (date) formal evaluation cycle is approved, pending final review by the Department of Human Resources. Based on current evaluation guidelines, your next evaluation is scheduled for school year (date).

cc: Local Site Personnel File
Office of Employee Performance and Development

SAMPLE EXEMPTION REQUEST LETTER FOR RETIREMENT/RESIGNATION

FAIR OAKS ELEMENTARY SCHOOL

MEMORANDUM

(Date)

TO: Rodney Smith, Principal
FROM: Kim Chase, Teacher
SUBJECT: Evaluation Exemption Request

The purpose of this memorandum is to request exemption from the formal evaluation scheduled for school year (date). I plan to retire/resign from Fairfax County Public Schools at the end of the current school year. Attached please find a copy of the HR-2 form.

Thank you for your consideration of my request. If you have any questions or need further information, please let me know.

Attachment

cc: Local Site Personnel File
Office of Employee Performance and Development

SAMPLE EXEMPTION REQUEST LETTER FOR RETIREMENT/RESIGNATION

FAIR OAKS ELEMENTARY SCHOOL

MEMORANDUM

(Date)

TO: Kim Chase, Teacher
FROM: Rodney Smith, Principal
SUBJECT: Evaluation Exemption Request

Your request of (date), to be exempt from the FY (date) formal evaluation cycle is approved, pending final review by the Department of Human Resources.

cc: Local Site Personnel File
Office of Employee Performance and Development

SAMPLE STRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

The structured interview is designed to gather information about how a teacher's duties are performed. **It is suggested that evaluators select one or two sample questions from each standard and/or create questions of their own.** The evaluator will provide a period of time (e.g., two weeks) for the teacher to respond in writing to the questions provided. The evaluator will consider the responses, conduct a conference, and provide written feedback to the teacher. The structured interview may be a component of the self-assessment conference that begins the assessment process. The questions may also be used at any other time during the assessment process.

When developing structured interview questions for counselors and media specialists, refer to the sample expectations applicable to these positions listed in Appendix L.

STANDARD 1: Planning and Assessment

- How have you applied your knowledge of POS, SOL, AP, or IB objectives to the planning, implementation, and assessment of instructional programs?
- Describe the factors you consider and the methods you use to formulate objectives.
- How do you use standardized test results and informal assessment information to make decisions about instruction?
- What assessment strategies do you use to determine changes needed in your instructional delivery?
- How do you use assessment data to reteach and remediate to meet individual needs?
- How do you modify assessment strategies to meet the needs of diverse learners?
- Outline your use of technology to track student performance.
- Describe how you assess individual and group needs and how you prescribe appropriate strategies to meet those needs.
- Based on current assessment data, what long- and short-term objectives have you formulated for students this year?
- Describe your record-keeping procedures.

STANDARD 2: Instruction

- Describe your efforts to master and support the POS and SOLs in your field.
- How do you differentiate instruction to meet the diverse needs of your students?
- Describe how you relate curriculum in a meaningful manner and provide opportunities for students to make real-world connections from their learning.
- Given your current student population, describe your presentation modes for introducing new material.
- How do you help students learn how to use effective collaboration and communication skills in learning situations?
- Describe how you work with administrators and colleagues to identify instructional needs and concerns.

STRUCTURED INTERVIEW FOR TEACHERS

(Continued)

- Describe how you create, select, adapt, access, and/or organize materials and equipment to facilitate learning.
- Describe any curriculum or other materials you have produced and explain what instructional needs they meet.
- How do you encourage students to develop problem-solving skills and independent thinking?
- What methods do you use to solicit comments, questions, examples, and other contributions from students throughout lessons?

STANDARD 3: Learning Environment

- How do you communicate lesson objectives?
- How have you established and communicated clear expectations for student behavior to both students and their parents?
- Describe how you managed a disruptive situation that occurred.
- How do you establish and manage classroom procedures to maximize academic learning time?
- How do you use ongoing, mid-lesson assessment to monitor effectiveness of instruction?
- How do you ensure active student participation in your lessons?

STANDARD 4: Human Relations and Communication Skills

- How do you ensure consistent communication with students, staff, parents, and the community?
- Describe how you handled a difficult human relations or communication problem.
- How do you promote positive home/school relationships?
- How do you communicate high expectations for student behavior?
- How do you provide opportunities for success and meaningful positive recognition?
- How do you work cooperatively with appropriate school personnel to assist students in reaching their goals?

STANDARD 5: Professionalism

- How have you participated actively and constructively in the development of your academic program and implementation of schoolwide goals?
- How have you shared your expertise and new ideas with colleagues?
- How do you provide additional opportunities for students to receive academic assistance?
- Describe your participation in staff development opportunities.

STRUCTURED INTERVIEW FOR TEACHERS

(Continued)

- Describe your professional growth activities since your last evaluation.
- How do you engage in ongoing self-assessment?
- Describe any opportunities you have had to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers.
- What steps have you taken to maintain proper licensure? (for teachers with a provisional license)

STUDENT OPINION SURVEY GUIDELINES

The Student Opinion Survey is designed to provide feedback to the teacher regarding performance. The survey shall be administered by all high school teachers and be administered during the final month of one-semester courses and two-semester courses. Teachers may administer the survey at additional times during the year.

All students in grades 9-12 are the population to be surveyed. Teachers shall administer the survey, in class, for at least one section of each different course taught (as delineated by course identification numbers). Teachers may add questions regarding specific classes or topics not covered in the survey.

The survey is intended for use in teacher self-assessment. Information from the survey is confidential. A teacher shares the survey results with the evaluator at the teacher's discretion.

(Regulation 4428)

Note: The Student Opinion Survey is available in multiple languages. Please contact the Office of Employee Performance and Development at 703-750-8537 for additional information.

Fairfax County Public Schools
TEACHER SELF-ASSESSMENT
STUDENT OPINION SURVEY

Class Period _____

The purpose of this survey is to allow you to give your teacher your ideas about how this class might be improved. You are encouraged to add your own comments and suggestions.

Directions: **Do not** put your name on the survey. Write your class period in the space provided above. Listed below are several statements about this class. Check your response to each statement in the column on the right. If you wish to comment, please write your comments in the space after the item or on the back of this sheet.

Questions	Check One	Comments
1. This class provides a good environment for learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
2. My teacher encourages me to do my best.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
3. Students in this class are treated fairly by the teacher.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
4. The way my grade is determined is fair.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
5. My teacher is usually well-prepared to teach this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
6. My teacher is usually available to help me after school.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
7. I am kept informed of how I am doing in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
8. My teacher clearly states the things we are supposed to learn in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
9. My teacher encourages us to ask and answer questions in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
10. For me, the pace of instruction in this class is:	<input type="checkbox"/> About right <input type="checkbox"/> Too slow <input type="checkbox"/> Too fast	

SAMPLE IMPROVEMENT PLANS

An improvement plan includes the following components:

- goal(s)
- outcomes
- strategies
- resources (optional)
- review dates

An improvement plan requested in the **final evaluation** should be submitted to the teacher's evaluator for approval by the **end of the third week of the following school contract year.**

Sample improvement plans are provided on the following pages.

Note: Regardless of cycle, the evaluator, at any time, may ask a teacher to develop an improvement plan for a prescribed period of time addressing identified guideline areas not meeting expectations.

IMPROVEMENT PLAN

Name:
School:

Date:
Subject/Grade:

GOALS:

Standard 3: Learning Environment

- Communicate expectations clearly
- Manage student behavior
- Maintain momentum of instruction

OUTCOMES:

- Demonstration of a consistent pattern of student discipline actions
- Reduction in discipline referrals to administrator
- Reduction in the number of parent complaints regarding student behavior

STRATEGIES:

- Read *Positive Classroom Discipline* by Fred Jones during the summer.
- Create a classroom management plan and review it with an administrator prior to the first day of school.
- Discuss management techniques and routines with department chair.
- Involve students in the establishment of class rules during the first week of school.
- Utilize the Teacher Collaboration Service in order to observe another teacher’s management techniques and classroom routines.
- Take a classroom management course in the fall through OSDT.
- Maintain a log of communication with parents (telephone calls, e-mails, conferences).
- Create a method for tracking disciplinary actions.

RESOURCES:

Education Library, OSDT, Teacher Collaboration Service

REVIEW DATES:

1. Deadline – no later than (date)
2. Deadline – no later than (date)

Submitted by: _____ Date: _____

Approved by: _____ Date: _____

cc: Local Site Personnel File

IMPROVEMENT PLAN

Name:
School:

Date:
Subject/Grade:

GOALS:

- Construct, organize, and maintain accurate, efficient, and retrievable record-keeping systems in reading. (Standard 1: Planning and Assessment)
- Use evaluation procedures to determine changes needed for instruction. (Standard 1: Planning and Assessment)
- Establish short-term and long-range plans based upon adequate assessment of the academic proficiency of students. (Standard 1: Planning and Assessment)
- Diagnose individual and group needs and implement appropriate strategies to meet those needs. (Standard 1: Planning and Assessment)

OUTCOMES:

- Documentation of use of a variety of assessment techniques in reading
- Demonstration of the alignment between assessment results and planning (short- and long-term)
- Increased articulation of individual and group needs in reading

STRATEGIES:

- Utilize *Expanding Expectations* and other resources to develop meaningful assessments and track individual and group progress.
- Organize a notebook or folder for each student to record all language arts assessment data.
- Work with the grade-level team to develop quarterly assessments based on POS and SOL objectives.
- Enroll in a reading class through OSDT such as Language Arts for Grades 3-6: Guided Reading.
- Read *Guided Reading* by Irene C. Fountas and Gay Su Pinnell.
- Meet weekly with the reading specialist to discuss strategies and seek assistance in dealing with the reading needs of individual students.
- Investigate computer-based record keeping.
- Observe other teachers using various assessment tools in language arts.

RESOURCES:

ISD, OSDT, Teacher Collaboration Service, Reading Specialist

REVIEW DATES:

1. Deadline - no later than (date)
2. Deadline - no later than (date)

Submitted by: _____ Date: _____

Approved by: _____ Date: _____

cc: Local Site Personnel File

IMPROVEMENT PLAN

Name:
School:

Date:
Subject/Grade:

GOALS:

Standard 2: Instruction

- Select, evaluate, and refine a variety of teaching methods and strategies for active student participation and improvement of student learning
- Differentiate instruction to meet diverse student needs
- Understand how students differ in their approaches to learning

OUTCOMES:

- Evidence of active participation of students in learning process
- Demonstration of a variety of learning modalities available for students
- Lesson objectives matched to students' needs and learning styles

STRATEGIES:

- Read about brain-based instructional strategies (*Teaching with the Brain in Mind*, by Eric Jensen).
- Attend a PALS workshop to become aware of teaching strategies that prepare students for performance-based assessment.
- Discuss interactive teaching strategies with the department chair.
- Consult with a special education specialist for a better understanding of effective teaching strategies for special education students.
- Through the Teacher Collaboration Service, observe a foreign language teacher experienced with accommodating learning and teaching styles.

RESOURCES:

Teacher Collaboration Service, Curriculum Specialist, OSDT

REVIEW DATES:

1. Deadline – no later than (date)
2. Deadline – no later than (date)

Submitted by: _____ Date: _____

Approved by: _____ Date: _____

cc: Local Site Personnel File

IMPROVEMENT PLAN

Name
School

Date
Grade/Subject

Goal One

Create a systematic approach to vocabulary using words based in classroom readings and a vocabulary development program. (Instruction)

Outcomes

Due to the expansion of word base and familiarity with PSAT-style questions, I seek an increase in PSAT verbal scores for my classes in general. Student comprehension of literature in class will also improve due to knowledge of key words before reading begins.

Strategies

As a standard part of the introduction to each class reading, I will review the piece for appropriate words for vocabulary development in advance of the lesson. They will be introduced as part of directed reading activities completed prior to reading the story. Students will learn and review the words utilizing a variety of methods (definitions, sentence use, peer teaching, and illustrations). Mastery will be part of the normal testing of the reading.

To improve performance on standardized tests, I will also use the Sadlier/Oxford Building Vocabulary, Series E. Students will work on sentence completion and analogy activities as they increase their vocabulary. The series has a good "hit" rate with words that appear on the PSAT/SATs.

Goal Two

Enhance student performance by increasing the level of contact with the parents and guardians of students. (Human Relations and Communication Skills)

Outcomes

I am hoping that increased communication will increase family involvement and translate into improved performance, especially for students experiencing motivational difficulty. At the least, I would expect no contact or conference with a family to elicit surprise at the level of student grades and success.

Strategies

I plan to initiate several steps to increase communication with families:

1. Distribute my school e-mail address at Back-to-School Night to open an efficient path for communication.
2. Immediately contact the parents of any student whose class average has decreased a full grade or more.
3. As a motivational tool, make a point of contacting one parent per week to discuss successful student progress.
4. Initiate contact with the parents of all students with D/F averages.

Review Dates

1. No later than (date)
2. No later than (date)

Submitted by: _____ Date: _____

Approved by: _____ Date: _____

cc: Local Site Personnel File

SAMPLE MODIFICATIONS TO PERFORMANCE EXPECTATIONS (COUNSELOR)

PLANNING AND ASSESSMENT

1. The teacher plans instruction to meet individual, group, and program needs.

The counselor . . .

- **establishes both short-term and long-range objectives to meet the FCPS Guidance and Counseling Program of Studies, and the Virginia Standards for Counselors.**
- considers students' needs and readiness in planning appropriate strategies for achieving short-term and long-range objectives.
- develops appropriate and effective strategies and activities that meet students' needs and achieve objectives.
- plans learning experiences appropriate to the developmental needs of all students.
- **accommodates individual and group learning needs.**
- assists students in planning, organizing, and preparing for academic success.
- **demonstrates efficient time management, record management, and organizational skills.**

2. The teacher selects appropriate resources to meet individual, group, and program needs.

The counselor . . .

- **uses assessments that match and reflect planned objectives.**
- **arranges/adapts setting to accommodate individual and group learning needs.**
- **organizes materials, resources, and equipment and assesses their effectiveness for guidance and counseling activities.**

3. The teacher identifies and communicates specific student performance expectations.

The counselor . . .

- **identifies and communicates specific student performance expectations**
- **utilizes assessment data to support student learning and appropriate class placement if applicable.**
- **communicates student progress and/or assessment information to students, parents, and appropriate staff members in an efficient and timely manner.**
- **uses assessment information to meet individual and/or group needs.**

4. The teacher documents student learning using appropriate assessment instruments.

The counselor . . .

- **monitors student learning utilizing appropriate assessment instruments and/or resources.**
- documents student learning using appropriate assessment instruments and/or student products.
- applies a knowledge of current assessments.
- involves students in assessing their own progress.

INSTRUCTION

1. The teacher demonstrates an understanding of subject matter.

The counselor . . .

- communicates a belief that all students can learn.
- **demonstrates an understanding of the guidance, counseling and academic programs.**
- **keeps current within the field and applies knowledge of research to the guidance and counseling program.**
- **implements learning activities that support the FCPS Guidance and Counseling Program of Studies, and the Virginia Standards for Counselors.**
- demonstrates knowledge of technology as it relates to the curriculum.

2. The teacher creates learning experiences that make the subject matter meaningful for all students.

The counselor . . .

- **uses a variety of appropriate resources, technology, and materials.**
- encourages the academic curiosity and critical thinking of students.
- relates curriculum to students in a meaningful manner.
- involves students in discovering, exploring, and appreciating the relationship between the subject and other disciplines.

3. The teacher understands how students differ in their approaches to learning.

The counselor. . .

- **recognizes individual differences and learning styles and adjusts his or her counseling strategies as appropriate.**
- selects objectives to match student needs and developmental levels.
- **consults and assists staff in meeting diverse student needs.**

4. The teacher is able to differentiate instruction to meet students' diverse needs.

The counselor . . .

- uses appropriate materials and technology that match the learning styles of students.
- **utilizes group activities to respond to diverse needs.**
- encourages students to identify strengths while developing all areas of competence.

5. The teacher uses a variety of materials, resources, and technology that promote the development of critical thinking, problem-solving, and performance skills.

The counselor. . .

- **uses a variety of materials, resources, and technology that promote the student's development of critical thinking, problem-solving, performance, and life planning skills to promote personal and academic growth.**
- evaluates materials for accuracy, currency, and student interest.
- provides students with multimedia materials that are appropriate and challenging for all instructional levels.
- encourages and guides the development of problem-solving skills and independent thinking.
- uses a variety of questioning techniques to ensure a challenging environment.
- demonstrates competency in technology usage.

6. The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.

The counselor. . .

- **paces instruction appropriately and reteaches materials as appropriate.**
- uses questioning strategies effectively.
- **implements learning experiences to encourage students to reflect on and assume responsibility for their own learning.**
- solicits comments, questions, and examples from students.
- provides opportunities for guided and independent practice.
- responds positively to student questions.
- **implements learning opportunities in which students are interacting with ideas, materials, other individuals, and one another.**

LEARNING ENVIRONMENT

1. The teacher communicates expectations clearly.

The counselor . . .

- **communicates personal growth and academic objectives.**
- communicates clearly in writing and speaking.
- models enthusiasm for and engagement in learning.
- expects students to demonstrate an understanding of expectations.
- expects students to demonstrate enthusiasm and engagement in learning.

2. The teacher manages student behavior.

The counselor. . .

- **assists students to manage their behavior.**
- **communicates expectations and consequences of student behavior to students and parents.**
- **communicates rules consistently.**
- **assists staff with disruptive situations as they occur.**
- **consults with students, parents, and staff about behavioral issues.**

3. The teacher maintains the momentum of instruction.

The counselor. . .

- **contributes to the momentum of learning.**
- **manages groups.**
- **involves students in the efficient operation of guidance and counseling activities.**
- handles administrative routines efficiently.
- captures and sustains students' interests.
- organizes materials and supplies.
- structures smooth transitions.
- **manages school procedures and practices to maximize academic learning time.**
- encourages students to demonstrate responsibility.

4. The teacher monitors student understanding.

The counselor. . .

- uses various forms of ongoing assessment to monitor the effectiveness of learning.
- identifies student confusion.
- **modifies guidance and counseling strategies based on student understanding.**
- provides continuous and meaningful feedback.
- models and encourages the use of self-assessment strategies.
- **enables students to participate actively in guidance and counseling lessons.**
- encourages students to use strategies for monitoring their own learning.

5. The teacher ensures a supportive learning environment.

The counselor. . .

- creates a learning environment for all students that encourages social interaction, active engagement in learning, and self motivation.
- **organizes and maintains a counseling setting that minimizes disruption and promotes learning and safety.**
- establishes expectations and consequences for student behavior.
- communicates expectations and consequences for student behavior to students and parents.
- consistently enforces rules.
- expects students to maintain a safe learning environment.
- **uses/adapts space for different instructional purposes at different times, matched to the guidance and counseling program.**
- encourages students to demonstrate the confidence to explore and question.

HUMAN RELATIONS AND COMMUNICATION SKILLS

1. The teacher creates and maintains a positive classroom climate.

The counselor

- **models and supports a positive school climate.**
- communicates high academic expectations for all learners.
- communicates high behavioral expectations for all learners.
- accommodates multicultural and individual differences.
- encourages students to develop an awareness of and appreciation for all cultures.
- responds to requests for assistance promptly and efficiently.
- encourages student initiative and expression in speaking, writing, and other media.
- incorporates principles of equal opportunity and non-discrimination into all guidance and counseling activities.
- encourages risk-taking.
- provides opportunities for success and meaningful positive recognition.
- **establishes relationships with students that demonstrate integrity, fairness, humor, courtesy, respect, consistency, and trust.**
- models effective verbal and non-verbal communication skills.
- uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- promotes positive interpersonal relationships.

2. The teacher forges partnerships with parents that foster learning and well being at home and at school.

The counselor . . .

- promotes positive home/school relationships.
 - encourages collaborative partnerships with parents to support opportunities for student success.
 - ensures consistent and timely communication with parents.
 - demonstrates flexibility in planning meetings with parents.
 - encourages parental involvement in classroom and school activities.
 - handles confidential information and sensitive situations professionally and with discretion.
 - communicates successfully with parents from diverse cultural backgrounds.
3. The teacher builds positive relationships within the school and community.

The counselor . . .

- **establishes working relationships that demonstrate integrity, sensitivity, fairness, humor, courtesy, and respect.**
- uses acceptable written and oral language.
- works cooperatively with appropriate school personnel to assist students in reaching their goals.
- uses available resources to support students with physical, intellectual, or emotional needs.
- works cooperatively with appropriate school personnel to address issues that impact instruction, academic achievement, and school climate.

PROFESSIONALISM

1. The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building-level goals.

The counselor . . .

- participates actively and consistently in program development, change, and implementation of schoolwide goals at all levels.
 - demonstrates personal integrity based upon positive professional and ethical standards.
 - demonstrates professional judgment in dealing with confidential information.
 - meets contractual obligations.
 - fulfills professional responsibilities in a professional manner.
2. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluations.

The counselor . . .

- **works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning, social-emotional growth, career planning, and program evaluation.**
- shares expertise and new ideas with colleagues.
- participates in school activities as appropriate to assist students and enhance school image.
- provides additional opportunities for students to receive academic assistance.
- participates in or sponsors student, teacher, school, division, and/or community activities or events. Participates in staff development opportunities and shares expertise.

3. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.

The counselor. . .

- **participates in professional growth activities which may include conferences, workshops, course work, and/or membership in professional organizations that contributes to student progress.**
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- engages in ongoing self-assessment.
- uses appropriate resources to grow professionally.
- maintains proper licensure and certification.

4. The teacher fulfills educational leadership roles.

The counselor. . .

- **seeks opportunities to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of staff members.**
- supports student, teacher, school, division, and/or community events that support school goals.
- serves as an appropriate role model.
- seeks opportunities to provide service to the profession, division, and the community.

Note: The expectations appearing in boldface above apply specifically to counselors.

SAMPLE MODIFICATIONS TO PERFORMANCE EXPECTATIONS (MEDIA SPECIALIST)

PLANNING AND ASSESSMENT

1. The teacher plans instruction to meet individual, group, and program needs.

The library media specialist . . .

- collaborates with teachers to integrate instruction in accessing, evaluating, and using information with the Program of Studies and SOL to promote academic success.
- **establishes short term and long range objectives to meet the instructional and recreational information needs of teachers, students and other staff through the library collection of materials and services.**
- **develops and implements appropriate activities for entire school, classrooms, small groups, and individuals to promote literacy.**

2. The teacher selects appropriate resources to meet individual, group, and program needs.

The library media specialist. . .

- periodically analyzes the library collection to ensure that materials meet the current instructional and recreational information needs of students and teachers.
- selects materials to meet the diverse needs of a variety of students and programs.
- **annually update the School Library Collection Development plan to reflect current needs.**
- **utilize professional review resources to review and select information products in print and electronic formats for the library media center.**
- **regularly inventories the library collection to account for all items.**
- **disseminates information on available library materials to students and teachers by various methods (i.e., email, newsletters, book lists, displays, and conversation).**
- **manages funds allocated to the library media center for appropriate acquisition of library materials within established timelines in accordance with FCPS regulations and guidelines.**
- **maintains accurate and appropriate financial, collection, and patron records.**
- **gathers materials and creates permanent or temporary special collections to support teacher and student needs.**

3. The teacher identifies and communicates specific performance expectations.

The library media specialist. . .

- **utilizes a variety of assessment data to support student learning and instruction in accessing, evaluating, and using information.**
- utilizes a variety of formal and informal assessment strategies to ensure students can use the library media center to locate and use appropriate library materials.

4. The teacher documents student learning using appropriate assessment instruments.

The library media specialist . . .

- monitors student learning utilizing appropriate formal and informal assessment strategies.
- **regularly communicate student expectations and performance with other teachers and administrators.**

INSTRUCTION

1. The teacher demonstrates an understanding of subject area.

The library media specialist . . .

- uses the library and its programs to communicate a belief that all students can learn.
- **demonstrates an understanding of the relationship between the FCPS Library Media Program and all other FCPS academic and non-academic programs.**
- keeps current within the field and applies knowledge of research to the Library Media Program.
- implements library information literacy learning activities that support the FCPS program of studies and the Virginia Standards of Learning.
- demonstrates knowledge of technology as it relates to the curriculum and the library program.
- **demonstrates knowledge of information resources as it relates to the curriculum and the library program.**

2. The teacher creates learning experiences that make the subject matter meaningful for all students.

The library media specialist . . .

- appropriately uses a variety of information resources, technology and materials.
- encourages the academic curiosity and critical thinking of students.
- relates curriculum to students in a meaningful manner.
- involves students in discovering, exploring, and appreciating the relationship among the library's resources and the students' curricular and individual needs.

3. The teacher understands how students differ in their approaches to learning.

The library media specialist . . .

- recognizes and accommodates individual differences and learning styles.
- models and utilizes a variety of instructional strategies to meet individual and group needs.
- **consults and assists staff to meet diverse student needs.**

4. The teacher is able to differentiate instruction to meet student's diverse needs.

The library media specialist . . .

- uses appropriate materials and technology to match the learning styles of students.
- utilizes flexible grouping practices as appropriate to respond to diverse student needs.
- encourages students to identify individual interests, strengths, and skills in locating, evaluating, and using information.

5. The teacher uses a variety of materials, resources and technology that promote the development of critical thinking, problem-solving, and performance skills.

The library media specialist . . .

- provides students with a variety of materials that are appropriate and challenging for all instructional levels.
- encourages and guides the development of problem-solving skills, independent thinking, and critical thinking.
- uses a variety of questioning techniques to ensure a challenging environment.
- demonstrate competency in the use of technology to locate, evaluate, and the use of information.
- **teaches and encourages the ethical use of information.**

6. The teacher selects, evaluates, and refines a variety of teaching methods and strategies for active student participation and improvement of student learning.

The library media specialist . . .

- paces instruction appropriately and reteaches material as appropriate.
- uses a variety of questioning strategies effectively.
- implements learning experiences to encourage students to reflect on and assume responsibility for their own learning.
- solicits comments, questions, and examples from students.
- provide opportunities for guided and independent practice.
- responds positively to student questions.
- implements learning opportunities in which students are interacting with ideas, materials, and other individuals.

LEARNING ENVIRONMENT

1. The teacher communicates expectations clearly.

The library media specialist . . .

- **establishes and maintains procedures that encourage independent use of library media center by students and staff.**
- **orients all students and teachers to the resources available in the library media center.**

2. The teacher manages student behavior.

The library media specialist . . .

- establishes and communicates rules and expectations for the use of the library media center clearly and consistently.
- **communicates student needs and expectations with classroom teachers to strengthen student learning and ability to locate, evaluate, and use information.**

3. The teacher maintains the momentum of instruction.

The library media specialist . . .

- **regularly attends teacher meetings (i.e. grade level, subject area, and team meetings).**
- **collaborates with classroom and resource teachers to plan student instructional activities.**
- encourages students to demonstrate responsible behavior in a variety of settings.
- manages instructional groups to maximize academic learning time in a variety of settings.

4. The teacher monitors student understanding.

The library media specialist . . .

- utilizes a variety of formal and informal assessment strategies to ensure that student can use the resources of the library media center.
- modifies and differentiates instructional strategies, procedures, and visual aids based upon student understanding (i.e., library signage, handouts, and instructional aids).
- models and encourages the use of student self-assessment strategies.
- enables students to actively participate in the lesson.

5. The teacher ensures a supportive learning environment.

The library media specialist . . .

- creates an attractive and functional library media center.
- provides signs, displays and other aids to assist students and other users in using the library media center independently.
- **ensures equity of access to library resources for all students.**

HUMAN RELATIONS AND COMMUNICATION SKILLS

1. The teacher creates and maintains a positive classroom climate.

The library media specialist . . .

- creates a welcoming environment for all students and teachers.
- **creates an environment and a collection of materials that extends and supports student learning.**
- **links local school and global resources to the school's instructional program.**
- **creates an environment where students are welcome to browse, research, and read for pleasure.**

2. The teacher forges partnerships with parents that foster learning and well being at home and at school.

The library media specialist . . .

- **coordinates, trains, and directs student, parent, and community volunteers.**
- **promotes literacy, the appreciation of literature, and the appropriate use of information resources in the school and home.**
- **communicates with parents to inform them of student expectations for the use of library resources.**

3. The teacher builds positive relationships within the school and community.

The library media specialist . . .

- **promotes public relations for the library program and the school through the use of newsletters, reports, web pages, and positive human relations with staff, students, and parents.**
- **acts as liaison with public libraries and outside resources.**
- **encourages input from students and faculty by a variety of methods (i.e. routing professional periodicals, sharing recommended lists, and soliciting suggestions).**

PROFESSIONALISM

1. The teacher demonstrates a consistent and professional attitude toward the accomplishment of division, program, and building level goals.

The library media specialist . . .

- participates actively and consistently in program development, change, and implementation of school wide goals at all levels.
- **plans and works collaboratively with classroom and resource teachers.**
- fulfills professional responsibilities in a timely manner.

2. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to support and promote student learning and program evaluation.

The library media specialist . . .

- **supervises and schedules personnel assigned to the library media center.**
- participates in school activities as appropriate to assist students and enhance school image.

3. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in student progress.

The library media specialist . . .

- models life-long learning, stays current with educational best practices to assist students and colleagues.
- participates in professional growth opportunities and shares expertise.

4. The teacher and fulfills educational leadership roles.

The library media specialist . . .

- provides leadership in the assessment, evaluation, and implementation of information resources.

Note: The expectations appearing in boldface above apply specifically to library media specialists.