

**PERFORMANCE EVALUATION
HANDBOOK
FOR
TEACHERS**

**CHESTERFIELD COUNTY PUBLIC SCHOOLS
CHESTERFIELD, VIRGINIA**

TEACHER PERFORMANCE EVALUATION CRITERIA AND DESCRIPTORS

The following criteria and descriptors are designed to let teachers and administrators know what the performance expectations are for teachers in the system. They were formulated after the committee reviewed considerable research on teachers' performance that identified specific practices that characterize the most effective instructors.

A teacher's performance will be judged in terms of 16 criteria. The descriptors are included as guidelines for what is meant by a particular criterion. Their function is to illustrate and provide examples for a given criterion. They are not, nor were they intended to be, all-inclusive. They are intended to help teachers and administrators develop a common understanding about the expectations and provide a common language for discussing performance as it pertains to the following criteria:

1. Plans Instruction

- Follows prescribed curriculum
- Uses available materials and resources
- Chooses activities relevant to the prescribed curriculum
- Chooses activities appropriate to student abilities
- Chooses activities, materials, and resources appropriate for students with special needs
- Considers time available in planning
- Demonstrates flexibility in planning
- Plans student grouping according to instructional needs
- Develops long-range plans and daily lessons

2. Implements The Lesson

- Focuses student attention
- Informs students of objective of the lesson
- Relates the lesson to previous and future lessons
- Presents new material clearly and logically
- Models, demonstrates and provides examples
- Monitors student learning continuously

- Provides feedback and re-teaches when necessary
- Provides opportunities for students to practice under direct supervision of the teacher
- Provides opportunities for students to practice independently
- Conducts smooth transition from one activity to the next

3. Motivates Students

- Shows concern for students
- Establishes feeling/tone
- Establishes a level of difficulty which encourages success
- Uses student interest and background
- Uses extrinsic/intrinsic rewards

4. Communicates Lesson

- Uses variability in presentation
- Demonstrates enthusiasm, vigor, involvement, and interest in lesson presentation
- Speaks clearly
- Puts ideas across logically
- Praises, elicits, and responds to student questions

5. Demonstrates Knowledge Of The Curriculum

- Teaches accurate and up-to-date information
- Coordinates learning content with instructional objectives
- Uses effective examples and illustrations
- Presents learning content in a logical sequential order

6. Sets High Expectations For Student Achievement In Accordance With Needs And Abilities

- Communicates expectations of performance to students
- Uses objective student data to set expectations
- Uses evaluative feedback to determine level of skill acquisition
- Encourages participation from all students
- Uses higher order questioning techniques to promote critical thinking skills

7. Maximizes Time On Task

- Schedules learning time according to policy for the subject area
- Begins class work promptly
- Minimizes management time
- Minimizes transition time
- Makes effective use of academic learning time
- Gives clear and concise directions

8. Integrates Materials and Methodology

- Demonstrates ability to conduct lessons using a variety of methods
- Organizes materials, supplies and equipment prior to the lesson
- Integrates materials and resources smoothly into a lesson
- Identifies available supplemental resources

9. Plans And Uses Evaluative Activities

- Makes methods of evaluation clear and purposeful to students
- Monitors student progress through a variety of appropriate evaluation techniques
- Prepares assignments which reflect the material which has been taught

10. Provides Specific Evaluative Feedback

- Provides feedback on assignments as quickly as possible
- Gives written and oral comments, as well as points or scores
- Makes opportunities for one-to-one conferences to discuss student progress
- Interprets test results to students and parents

11. Manages The Classroom

- Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements
- Establishes and clearly communicates parameters for student classroom behavior
- Promotes self-discipline
- Manages disruptive behavior constructively
- Demonstrates fairness and consistency
- Arranges the classroom for effective instruction

12. Interacts With Students

- Gives criticism and praise which are constructive
- Makes an effort to know each student as an individual
- Provides opportunities for each student to meet success regularly
- Promotes positive self-image in students
- Communicates with students accurately and with understanding
- Creates a climate in which students display initiative and assume a personal responsibility for learning

13. Interacts With Parents And Community

- Encourages community involvement with the school
- Provides a climate which opens up communication between the teacher and parent
- Communicates with parents in the best interest of the students
- Supports parents/teacher activities
- Provides information related to support resources

14. Interacts With Administration And Other Educational Personnel

- Cooperates with other teachers, the administration, and other educational personnel
- Makes use of support services as needed
- Shares ideas and methods with other teachers
- Informs administration and/or appropriate personnel of school related items

15. Is Involved In Professional Growth Activities

- Is involved in professional associations
- Participates on district/state committees, etc.
- Participates in professional workshops
- Attends professional meetings
- Keeps current in subject area
- Engages in continuing education

16. Supports And Implements School Regulations, Policies, Procedures And Accepted Practices

- Adheres to authorized policies
- Selects appropriate channels for resolving concerns/problems
- Participates in the development and review of school policies and regulations
- Strives to stay informed regarding policies and regulations applicable to his/her position
- Exercises responsibility for student management throughout the entire building
- Uses discretion in handling confidential information

TEACHER PERFORMANCE EVALUATION PROCEDURES

A. OVERVIEW

The county's philosophy of performance evaluation states that the evaluation process exists to facilitate the improvement of instruction. The evaluation procedures and associated instruments provide the framework for assessing teacher performance as it relates to the adopted performance criteria. Through the objective and unbiased application of this process, performance strengths and areas for improvement will be identified. This data will be communicated to the teacher in a constructive way and, through interaction, a professional growth plan will be developed to support and enhance professional development.

The principal is responsible for evaluation at the school site. The principal may, however, delegate the responsibility to an assistant principal, when applicable. The teacher or administrator may, at any time, request the support and assistance of other management personnel as part of the evaluation or instructional supervision process. This may include the principal, assistant principal(s), subject area supervisors and/or administrators from the central office. In addition, the teacher may, at any time, request informal non-evaluative assistance from other qualified teachers, department chairpersons or other non-administrative personnel. These personnel would not be part of the formal evaluation process, but the evaluator may, at any time, recommend such assistance and/or suggest specific personnel.

Performance evaluation for teachers is a continuous process that takes place in three-year cycles. It consists of two complementary types of evaluation: formative and summative. The former is the process of gathering performance data, analyzing it, and using the results to provide feedback for the purpose of improving teaching. The latter is the process of using performance data to judge the quality of teaching in the light of the county's established criteria for teacher performance.

B. REGULAR EVALUATION CYCLE

As previously stated, performance evaluation for teachers is a continuous process that takes place in three-cycles. The following represents minimum required observations and conferences during the cycles:

1. Continuing Contract Teacher

- (CT) Year 1 - Monitor professional growth plan. No required classroom observations or conferences.
- (CT) Year 2 - One required classroom observation (at least 30 minutes) and post-observation conference.
- (CT) Year 3 - Two required classroom observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

2. Beginning Probationary Teacher *

- (1P) Year 1 - One required observation (at least 30 minutes) and post-observation conference.
- (2P) Year 2 - One required observation (at least 30 minutes) and post-observation conference.
- (3P) Year 3 - Two required observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

3. Experienced Probationary Teachers *

- (3C) Year 3 - Two required observations (at least 30 minutes each) and post-observation conferences. One summative evaluation/professional growth planning conference.

*Beginning teachers who start work after the school year has begun will remain (1P) Year 1 the following school year and will not have a summative evaluation until their fourth year in the division. Likewise, teachers who are (3C) Year 3 and work after the school year has begun will remain (3C) Year 1 for another year.

C. EVALUATION PROCESS AND PROCEDURES

Evaluation is the process of gathering data, which provides evidence of a teacher's performance. This data is synthesized and analyzed in light of county adopted performance criteria to determine the effectiveness of a teacher's performance for that cycle. The data is

also used as a basis for refining performance during the evaluation cycle and as a guide for the development of a professional growth plan at the end of the cycle.

Two types of data may be gathered during the formative data gathering process – formal and informal. Formal data constitutes data that has been gathered, documented and shared with the evaluatee. Only this formal data may be used for summative evaluation purposes. Informal drop-in observations (without documentation), self-evaluation, input from peers and others cannot be used. Teachers are encouraged to use these and similar kinds of data as a basis for analyzing and improving their instruction, but this data must be documented and shared with the evaluator if it is to be used in the summative evaluation process.

1. The Formative Evaluation Process

a. Orientation

The evaluation orientation is to be conducted at the building level by a building administrator for all teachers who are scheduled to be evaluated.

b. Observation

Formal and informal observations may be used to gather data and provide feedback to the teacher. Only formal (documented) observation data may be used for the summative evaluation. Documented data must be shared with the teacher within **five working days** after the observation.

(1) Frequency

Informal observation may be conducted at any time and at the discretion of the evaluator. The required minimum formal observations include:

- Two observations required during Year 3
- One observation per year during Year 1 and Year 2 for probationary teachers
- One observation during Year 2 for continuing contract teachers
- No observations are required during Year 1 for continuing contract Teachers.

(2) Observers

During the three-year cycle, the teacher must be observed by at least two observers.

(3) Length of Observation

Each formal observation must be at least 30 minutes in length. Preferably the observer should arrive prior to class starting and stay for the entire lesson or class period.

(4) Pre-observation Planning Conference

- (a) For the first formal observation during Year 3 of the cycle, the teacher and observer must agree at least five days in advance on the date, time, and place of the observation. The teacher must also complete the pre-observation planning document and provide it to the observer no later than three days prior to the scheduled observation.
- (b) Either the observer or teacher may request a pre-observation conference. If the teacher wishes a conference, he/she may indicate that request on the pre-observation form.
- (c) Subsequent formal observations during Year 3 and any other time may be announced or unannounced at the discretion of the principal. If they are announced, a pre-observation planning document and/or conference may be requested by the principal, and the defined time period cited above will apply.

(5) Post-observation Report and Conference

- (a) All formal observations, announced or unannounced, will be followed by a post-observation report and conference. The report will be completed and the conference held no later than five work days after the observation, unless both parties agree.

- (b) All data related to the observation report will be shared with the teacher.
- (c) The observation report will be signed by the observer and the teacher. The teacher's signature does not necessarily indicate agreement but signifies that the data has been shared.

2. The Summative Evaluation Process

Summative evaluation is the process of using performance data to judge the quality of teaching in accordance with the established criteria.

- a. As part of the final formal post-observation conference during Year 3, the evaluator will review with the evaluatee all formal evaluative data gathered to date, as well as any work samples or other formative data submitted by the teacher.
- b. After the final post-observation conference, the evaluator will analyze all data and complete the appropriate summative evaluation report. A copy of the report will be provided to the teacher prior to a summative evaluation/professional growth planning conference.
- c. A summative evaluation/professional growth planning conference will be held with the teacher to review the summative evaluation report and to establish professional growth goals and plans. The professional growth plan will be cooperatively developed between the teacher and administrator based upon a careful analysis and discussion of data generated during the cycle, including any informal data or work samples the teacher wishes to share.
- d. Teachers are encouraged in particular to use the summative evaluation report as a basis for self-evaluation prior to the summative evaluation conference. This introspective review of the teacher's performance will assist in the establishment of meaningful and productive professional growth goals.

3. The Professional Growth Plan

The purpose of evaluation is to improve instruction. This goal is achieved through a systematic process of professional development reflected in a professional growth plan.

- a. Based upon data gathered during the evaluation cycle, a professional growth plan will be mutually discussed and developed by the evaluator and teacher. The evaluator will approve all professional growth plans.
- b. The professional growth plan will then be monitored by the evaluator and new plans established as goals are accomplished.
- c. The professional growth plan must be formally monitored and discussed at least once as part of a post-observation conference.
- d. Teachers will be given appropriate assistance in implementing professional growth plans.

D. SPECIAL EVALUATION

The evaluation process described in the previous section is designed for teachers who are functioning in accordance with the established performance criteria. When formal data indicates that a teacher is not meeting county performance expectations described by the criteria, the teacher may be placed under special evaluation.

1. When formal (documented) data indicates that a teacher's performance is not meeting established performance expectations, the principal shall submit a written recommendation to the Human Resources Department that the teacher be placed on special evaluation.
2. The Human Resources Department shall approve in writing the placement of a teacher on special evaluation.
3. The Human Resources Department will inform the teacher in writing that he/she is being placed on special evaluation.

4. The principal shall meet with the teacher and explain the reason(s) for placement on special evaluation. During that conference, or at another conference in the immediate future, the principal shall specify a plan of action which includes, but is not limited to, the following:
 - specific objective(s) to be accomplished
 - assistance to be provided
 - time limit for accomplishing objective(s), if appropriate
 - consequences of not meeting the objective(s), if appropriate.
5. The principal will monitor the level of performance of the teacher and will modify the original plan of action accordingly.
6. A summative evaluation form will be completed at the end of the evaluation period.

E. DUE PROCESS

Due process is an integral part of the evaluation system. Due process requirements are met when:

1. All parties had representation in the design, development, pilot testing, and revision of the system and its instruments.
2. Every teacher is provided an opportunity for familiarization with the system and its use.
3. Knowledge of performance expectations and the procedure for performance evaluation is provided for staff through an orientation and through the distribution of a teacher performance evaluation handbook.
4. Teachers are provided rebuttal opportunity for any summative report that is to be included in that teacher's personnel file. First, the teacher must inform the principal that he or she does not agree with the report and specify why. If the matter cannot be resolved, then the teacher can either provide an addendum that will be attached to the report or discuss their objection with the Director of Personnel. In any event, if the

matter is not resolved, and the teacher chooses to submit one, a statement describing the objections will be attached to the report and placed in the teacher's personnel file.

5. All reports of substandard performance must be in writing and must enumerate shortcomings in a specific manner.
6. Each teacher is provided access to the file of his/her evaluation documents located at the school site or division office. The procedure regarding employee records shall apply.