

TABLE OF CONTENTS

Forward
State of Purpose
Criteria for Evaluation
Evaluation Responsibilities
Classroom Observations/Evaluation Cycle
Conference & Record Keeping
Mid-Year Report
Teacher Evaluation Report
Evaluation Review
Appeal Adjustment Process
Teacher Observation Form (TEV-1)
Mid-Year Report Form (TEV-2)
Teacher Action Plan Worksheet (TEV-3)
Teacher Evaluation Report Form (TEV-4)

Teacher Evaluation Supplements:

1. Librarian
2. Career Counselor
3. Elementary Guidance Counselor
4. Middle/Secondary Guidance Counselor
5. Middle School Guidance Director
6. Physical Therapist/Occupational Therapist
7. School Psychologist
8. Visiting Teacher/School Social Worker
9. Specialist
10. Activities Director
11. Substance Abuse Prevention Specialist
12. Instructional Support Team

Appendices - Indicator Criteria

1. Appendix A: Elementary Guidance Counselor
2. Appendix B: Middle/Secondary School Guidance Counselor
3. Appendix C: Career Counselor
4. Appendix D: Middle School Guidance Director

Glossary

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS EVALUATION OF INSTRUCTIONAL PERSONNEL

FORWARD

A committee of teachers, building principals, and central office administrators convened in November, 1990, to study and propose changes in the method used in evaluating classroom teachers in order to improve the quality of instruction in Prince William County Public Schools. During this study, the Committee sought input from Dr. Dave Parks of Virginia Polytechnic Institute, reviewed current Prince William County evaluation systems and procedures, considered evaluation systems and procedures from other school systems, debated and discussed a variety of issues, and sought input from fellow teachers and administrators through direct contact, through articles in school division publications, and through invitations to public hearings.

Major issues discussed and debated included the feasibility of whether and how to use student input in the evaluation process for the improvement of instruction, peer involvement in the evaluation process, and the use of outcome measures in the evaluation of teachers.

The Committee concluded, after spending a significant amount of time studying these issues, that the previous evaluation process and instrument was basically sound and required only a few changes. The major changes recommended in the teacher evaluation instrument and process were:

- Establish a distinction between "continuing contract" and "probationary or non-tenured" teachers with regard to the evaluation process.
- Establish a schedule by which "continuing contract" teachers would be formally evaluated every third year instead of every year unless, through the observation process, performance was found to be ineffective, at which time the teacher(s) would be placed on a yearly cycle.
- Required that formal and informal observations occur regularly throughout the three-year cycle for both "continuing contract" and "probationary" teachers.
- Established a planning conference with the evaluator at the beginning of each year to discuss professional growth status, individual goal setting, the evaluation cycle status, school/division goals and objectives, and curricular/instructional delivery.
- Revised the "Teacher Observation Form" to remove the ratings of Effective (E) or Needs Improvement (NI) next to each indicator in order to provide room for annotations.
- Added a "Professional Responsibilities" section to the Teacher Observation Form and added an indicator regarding the use of student input to improve instruction.

A subsequent evaluation review committee convened during the 2000-01 school year. The current evaluation instrument and process incorporates the 1999 Virginia General Assembly's *Education Accountability and Quality Enhancement Act* and the 2000 Virginia Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*.

STATEMENT OF PURPOSE

The teacher evaluation process is designed to promote professional growth and educational development. The teacher evaluation program has the following objectives:

- To improve instruction.
- To communicate with the teacher about instructional and other job-related performance.
- To establish objectives with the teacher for continued development and/or improvement.
- To recommend teachers for continued employment, step increment, continuing contract, non-renewal of contract, or dismissal.
- To coordinate individual goal setting in keeping with school and district plans.
- To provide information helpful in identifying teachers for promotion or special assignment.

CRITERIA FOR EVALUATION

Performance Indicators

To help clarify the performance categories, each is illustrated by a list of suggested indicators of effective performance. The given list of indicators is not comprehensive; many more could be given, especially in relation to specific job assignments. Evaluation is based on the central meaning of each category, not the attainment of a certain number of the suggested indicators. The indicators are guides to data collection and serve as suggestions to the evaluator who must consider the characteristics of the students, the instructional program, the school situation, and other relevant variables in determining what constitutes the attainment of any criterion.

EVALUATION RESPONSIBILITIES

Administrators

It is the administrator's responsibility to inform all teachers as early in the school year as possible of when and how they will be observed and evaluated. The administrators have the responsibility and the authority to ensure that at least the minimum requirements of the teacher evaluation program are met for every person evaluated. Where appropriate, it is the administrator's responsibility to ensure that observers are properly involved in the evaluation process.

Instructional Supervisors and Other Administrative and Supervisory Staff

Instructional supervisors and other administrative and supervisory staff may observe and confer with teachers and administrators to gather data in order to assist teacher evaluation and supervision. They shall confer with the administrator prior to observing the teacher and prior to giving written feedback to the teacher concerning their observations and their expectations for effective performance. The observers will work with the administrator to ensure that all appropriate procedures are followed. A copy of the written feedback will be given to the administrator and teacher. The administrator will follow up to see that the needed resources are delivered and that recommended improvements are made.

Coordinators and Other Teacher-Level Staff

Coordinators assist teachers in setting objectives, help clarify expectations for effective teaching, conduct inservice sessions on skills or content related to the performance criteria, assist teachers in examining their own work, and conduct classroom observations. Upon the administrator's request, and/or teacher's request, they may assist the teacher in making recommended improvements and may provide input into the formal evaluation process.

Teachers Being Evaluated

It is the responsibility of teachers being evaluated to be familiar with the evaluative criteria and evaluation procedures. They work with the administrator to assure that observations, conferences, and data collection activities are scheduled to meet the requirements of the teacher evaluation program. In addition, specific job category personnel (counselors, librarians, coordinators, etc.) will ascertain from their evaluator the performance categories and indicators related to their specific responsibilities.

Parent Input

Input from parents will be carefully considered in consultation with the teacher. Relevant materials may be included in the employee's evaluation process. (See Record Keeping.)

CLASSROOM OBSERVATIONS/EVALUATION CYCLE

Formal evaluations will be conducted for the following teachers:

- All teachers new to Prince William County Public Schools
- All probationary teachers
- All teachers on Action Plans
- All continuing contract teachers whose last names begin with the letters listed below will be evaluated during the year specified.

Last Name Begins With	Evaluation Year	Last Name Begins With	Evaluation Year
H - N	2001-02	A - G	2006-07
O - Z	2002-03	H - N	2007-08
A - G	2003-04	O - Z	2008-09
H - N	2004-05	A - G	2009-10
O - Z	2005-06	H - N	2010-11

There are several purposes for the evaluation process described hereafter: to ensure adequate supervision of and support for the teacher in order to increase effectiveness; to improve instruction; to make and to record judgments, based on valid data, about a teacher's performance; and to ensure that judgments made and recorded about a teacher's performance are sound because they are based on valid data. The process includes a continuous cycle of data collection through activities such as classroom or work site observations, conferences, etc.

Informal observations can be made at any time and used to support the final evaluation. However, based upon employee performance, the evaluation system requires the following:

Continuing Contract Teachers

1. A continuing contract teacher **will have** a planning conference with his/her evaluator at the beginning of **each** school year to discuss: (See Planning Conference)
 - Professional growth status
 - Individual performance and goal setting
 - Evaluation cycle status
 - School/district goals and objectives
 - Curricular/instructional delivery
2. Continuing contract teachers will be formally evaluated every third year. Observations **will occur regularly throughout the three-year cycle**. An observation may be formal or informal. (See Observation)

A formal observation will include a planning conference within 30 workdays of the beginning contract date, the observation, and the post-observation conference. The observation will last the length of a lesson and the Teacher Observation Form will be used and shared.

A minimum of one formal observation will be required during year three of the evaluation cycle. An informal observation refers to seeing, hearing, recording, and/or reviewing performances throughout the year and may occur at any time. The results of the informal observations will be shared with teachers in a timely manner. (See Observation)

3. **At any time** throughout the continuing contract cycle, any teacher not performing effectively shall be placed on an Action Plan (TEV-3).
4. An evaluator may place a teacher on an "action plan" at any time when the evaluator feels that improvement is needed in the teacher's performance. The initiation of an "action plan" may be the result of formal or informal observations. An "action plan" **is required** when a category is rated "NI" on the Mid-Year Report (TEV-2) and/or the Teacher Evaluation Report (TEV-4).

When an "action plan" is initiated, the teacher should be given a reasonable period of time (at least 30 calendar days) to correct the deficiency. During the time covered by the "action plan," the evaluator should make sufficient observations in order to properly document progress toward the achievement of the objectives contained in the "action plan." At the end of this time period, the evaluator should make a final assessment as to whether or not improvement has been made in the teacher's performance.

Probationary or Non-Tenured Teachers

1. Probationary teachers will be formally evaluated each year.
2. The probationary teacher will have a planning conference with his/her evaluator at the beginning of each school year to discuss:
 - Professional growth status
 - Individual goal setting
 - Evaluation cycle status
 - School/district goals and objectives
 - Curricular/instructional delivery
3. Probationary contract teachers will be formally observed a minimum of two times each year. However, if a probationary teacher is to receive an overall "NI" evaluation, three formal observations are required. A formal observation will include the planning conference, the observation, and the post-observation conference. The observation will last the length of a lesson and the Teacher Observation Form will be used and shared.
4. A Mid-Year Report will be completed and submitted to the appropriate personnel supervisor **no later than DECEMBER 15** for all probationary teachers, including part-time teachers.
5. If not previously completed, a Teacher Action Plan Worksheet is required if the Mid-Year Report indicates that any performance category is rated "Needs Improvement."

EVALUATION CYCLES

Continuing Contract Teachers

YEARS ONE AND TWO OF THE EVALUATION CYCLE	
Planning Conference	Within 30 workdays of beginning contract date or upon placement by Principal on Formal Evaluation Cycle
Informal Observations	ONGOING throughout three-year cycle
Mid-Year Evaluation Report To Personnel	Teachers with "NI" no later than FEBRUARY 1
Final Evaluation Report To Personnel	Teachers with "NI" no later than MAY 1

YEAR THREE OF THE EVALUATION CYCLE	
Planning Conference	Within 30 workdays of beginning contract date or upon placement by Principal on Formal Evaluation Cycle
Informal Observations	ONGOING throughout three-year cycle.
Formal Observation	No later than MAY 1
Mid-Year Evaluation Report To Personnel	Teachers with "NI" no later than FEBRUARY 1
Formal Evaluation	No later than MAY 1
Final Evaluation Report To Personnel	No later than MAY 1

Probationary/Part-Time Teachers

PROBATIONARY/PART-TIME TEACHER WITH FEWER THAN THREE YEARS

Planning Conference	Within 30 workdays of beginning contract date
Informal Observations	ONGOING throughout the year
Formal Observations	First observation no later than DECEMBER 15 . Final observation no later than MARCH 1** . If "NI," three observations are required.
Mid-Year Evaluation Report To Personnel	No later than DECEMBER 15
Formal Evaluation	No later than MARCH 1**
Final Evaluation Report To Personnel	No later than MARCH 1**

PART-TIME TEACHER WITH MORE THAN THREE YEARS	
Planning Conference	Within 30 workdays of beginning contract date
Informal Observations	ONGOING throughout the year
Formal Observations	No later than MAY 1**
Mid-Year Evaluation Report To Personnel	Teachers with <i>FEWER THAN FOUR YEARS</i> no later than DECEMBER 15
Formal Evaluation	No later than MAY 1**
Final Evaluation Report To Personnel	No later than MAY 1**

If non-renewal of contract is anticipated, final evaluation must be completed by no later than FEBRUARY 1.

PLANNING CONFERENCES

Observation/Planning Conferences and Record Keeping

1. Conferences may be held whenever necessary to set objectives, to follow up plans for professional improvement, to review progress on work which cannot be observed directly in the classroom, to complete evaluation reports, to develop and review plans for license renewal, and to recognize successful performance and growth.
2. During these conferences, data from the observation are shared, corrected, clarified, or extended. The teacher is encouraged to provide informational and material evidence of effectiveness. The conference may include data and discussion of professional performance other than the behavior observed within the scope of the teacher evaluation instrument. Plans may be made for improving performance, for providing support, and for scheduling further observations. Also, the evaluator may establish specific Performance Objectives relating to school, school division, or individual goals. These objectives may be rated in **Category V included on** form TEV-4.
3. If any overall performance category is noted unsatisfactory, objectives for improvement shall be assigned at this time. A Teacher Action Plan Worksheet (TEV-3) shall be used for assigning objectives for improvement.
4. The teacher will initial the notes and all other data collected and retained for purposes of evaluation. The initials do not indicate agreement, but indicate that the teacher has seen the

materials.

All notes are retained in a file in a central place in the school that is available only to the principal, assistant principal, appropriate supervisors, and the teacher. The teacher may add appropriate materials to the file and may request and receive a copy of notes of observations and conferences. Nothing may be removed without the evaluator's approval. The teacher will be informed if any of these notes are forwarded to the Personnel Department for inclusion in the Central Office personnel file.

5. The planning conference and the post-observation conference are convenient times for the teacher and evaluator to discuss the teacher's plan for license renewal and to update and verify completed renewal activities. The teacher should consult the *Virginia Recertification Manual* for specific details regarding licensure options and procedures.

MID-YEAR REPORT

1. A Mid-Year Report form (TEV-2) will be completed and submitted to the appropriate personnel supervisor **no later than DECEMBER 15** for all probationary teachers including part-time teachers during their first three years of service.

A Mid-Year Report will be completed and submitted to the appropriate personnel supervisor **no later than FEBRUARY 1** for all continuing contract teachers who: (1) are currently performing in a "Needs Improvement" category, or (2) have been assigned objectives for improvement since the beginning of the current school year, or (3) have received a "Needs Improvement" rating on their final evaluation for the last school year.

2. The Mid-Year Report is not required for continuing contract teachers who are performing effectively. The Mid-Year Report is not required for part-time teachers who are performing effectively after three consecutive years of service.
3. If not previously completed, a Teacher Action Plan Worksheet (TEV-3) is required if the Mid-Year Report indicates that any performance category is rated "Needs Improvement."
4. The signatures of the evaluatee and evaluating administrator are required. In schools where the principal is not the primary evaluator, the principal must review the Mid-Year Report and sign in the appropriate space.
5. If the employee's performance is rated "Needs Improvement," the Mid-Year Report must also be reviewed and signed by the appropriate area associate superintendent prior to presenting it to the teacher.

THE TEACHER EVALUATION REPORT

1. The Teacher Evaluation Report is completed and discussed during a conference between the evaluator and teacher and is submitted to the Personnel Department. The final dates for submission to Personnel are:

- Probationary Teacher----- No Later Than March 1
- Part-Time Teacher-**Less Than 3 Years Experience**- No Later Than March 1
- Continuing Contract Teacher (Year three of cycle) ----- No Later Than May 1
- Part-Time Teacher-**More Than 3 Years Experience**-- No Later Than May 1

If non-renewal of contract is anticipated for probationary or part-time teachers, final evaluations should be completed **no later than FEBRUARY 1** in order to meet statutory due process requirements.

2. ***The content of the evaluation report should produce no surprises for the teacher.*** The process ensures this by providing for a minimum number of observations and conferences between the teacher and evaluator and by requiring that the teacher initial all data placed in the file for evaluative purposes.
3. The performance of most teachers is evaluated in each of the broad performance categories numbered I through VI on the Teacher Evaluation Report (TEV-4). Teachers in certain job categories are evaluated in the specific performance categories listed on the report and are also rated on the appropriate Specific Job Category supplement form. These jobs with corresponding evaluation categories which must be completed are listed in the chart below.

During the observation period, evaluators may use the supplement forms to record observations. In this case, the supplement form must be attached to the Teacher Observation Form (TEV-1) and filed accordingly. When used to record the final evaluation, the supplement form must be attached to the Teacher Evaluation Report (TEV-4).

Specific criteria for each indicator listed in the supplement form for observing and evaluating guidance counselors/directors may be found in the appendices. These criteria may be used in observations and in conference discussions; however, the supplement forms summarizing the counselor's/director's performance must be completed and attached to the final evaluation form as indicated above.

4. Evaluation of performance is indicated by the selection of one of the two ratings for each category--Effective (E) or Needs Improvement (NI). If the performance category is not listed as part of the evaluative criteria for a specific job, the block labeled "Not Applicable" (NA) should be marked.

The rating of "E" indicates that the teacher is performing in an "effective" manner. Comments should be attached to Form TEV-4 to specify the basis for the rating.

5. When an overall category is rated "NI," an "action plan" must be developed for improvement of performance in that area. Development of "action plans" for individual specific indicators rated "NI" may be undertaken at the initiative of either the evaluator or teacher. Action Plans are developed using Form TEV-3.

When a specific indicator has significant impact on the instructional program, the evaluator may determine that a rating of "NI" for the overall performance category is warranted on the basis of that one specific indicator. However, an "NI" rating for an overall category will generally be indicated by an unsatisfactory evaluation of two or more of the specific indicators within that category.

6. The evaluation cycle is the period of time from one final evaluation to another. Evaluation ratings must be based on data collected during the current evaluation cycle. Data collected during previous evaluation periods may indicate continuous performance of the same quality, but such data cannot be the basis for the current evaluation.
7. The Overall Rating section should include a rating of "E" or "NI" as a summative assessment of performance. An overall rating of "NI" will generally result when two or more categories are rated "NI." However, if a single performance category has a significant impact on the instructional program, the evaluator may determine that an overall performance rating of "NI" is justified.
8. An overall rating of "NI" will result in the withholding of a salary step increment for the following school year.
9. The "Dates of Observations" and "Conferences" section of the form should record all observations and all conferences.
10. Additional information, comments or commendations may be noted.
11. The signature section should include signatures of both the evaluator and evaluatee. In addition, in schools where the principal is not the primary evaluator, the principal must review the content of the Teacher Evaluation Report and sign off in the space designated as "Signature of Principal as Reviewer." The reviewer's signature will indicate concurrence with the content of the evaluation unless a clarifying statement is attached. In arrangements where a supervisory staff member is the designated evaluator (i.e., for visiting teachers, psychologists, and coordinators), this review provision does not apply.

When the employee's overall rating is "Needs Improvement," the evaluation and rating must be reviewed and signed by the appropriate Area Associate Superintendent before the Teacher Evaluation Report is presented to the teacher.

SPECIFIC JOBS AND CORRESPONDING TEV-4 EVALUATION CATEGORIES REQUIRED
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Activities Directors	Evaluation Categories: III, IV, V, VI
Gifted Education Teachers	Evaluation Categories: I, II, III, IV, V, VI
Guidance Counselors	Evaluation Categories: I, III, IV, V, VI
Instructional Support Team (IST)	Evaluation Categories: I, III, IV, V, VI
Middle School Guidance Directors	Evaluation Categories: I, III, IV, V, VI
Librarians	Evaluation Categories: I, II, III, IV, V, VI
Occupational/Physical Therapists	Evaluation Categories: I, III, IV, V, VI
Program Specialists	Evaluation Categories: I, III, IV, V, VI
School Psychologists	Evaluation Categories: I, III, IV, V, VI
Substance Abuse Prevention Specialist	Evaluation Categories: I, III, IV, V, VI
Visiting Teachers	Evaluation Categories: I, III, IV, V, VI

EVALUATION REVIEW

The Associate Superintendents and the Personnel Department are responsible for the continuous appraisal of key aspects of the teacher evaluation system to ensure its proper functioning. The evaluation system for school administrators is parallel to the teacher evaluation system to ensure consistent professional evaluation. One criterion for administrative effectiveness is demonstrated competency in the evaluation of teacher performance.

APPEAL ADJUSTMENT PROCESS

An employee may appeal in writing to the Associate Superintendent for Instruction a "Needs Improvement" evaluation within fifteen working days after receiving the final evaluation. The Associate Superintendent for Instruction will convene a panel within five working days after receipt of the employee's appeal. The panel will review the appeal and will make recommendations to the Associate Superintendent for Instruction within five working days following the panel hearing. The Associate Superintendent for Instruction will render a final decision within five working days after receipt of the panel's recommendations.

APPENDIX A: Elementary Counselor Indicators

1. Makes counseling services available to all students.

Counselor maintains a log ensuring that time is spent with students in individual or small group counseling sessions or classroom guidance activities.

Student self-referral forms are available and utilized.

Counselors conduct appropriate counseling as seen in direct observation by principal and guidance specialist/supervisor.

Other:

2. **Demonstrates the attitudes and behaviors which facilitate student acceptance of guidance services.**

Acquaints all students with the role of the counselor.

Works with all students, not just “problem” students.

Visits to the counselor’s office are not used as a form of punishment.

Other:

3. **Provides a well-organized attractive environment conducive to effective guidance and counseling.**

Bulletin boards and/or doors have displays welcoming students to the counselor’s office.

Furniture is arranged in the counselor’s office so that individual and/or small group counseling sessions can take place.

Counseling and guidance materials are placed in the office in an organized manner.

Other:

4. **Uses a variety of methods to disseminate guidance information, e.g., newsletters, bulletin boards, orientation programs, etc.**

Distributes guidance brochures to parents and students.

Keeps parents informed of guidance activities through the school newsletter and/or a guidance newsletter.

Participates in the back-to-school night activities. Displays bulletin boards promoting guidance goals and objectives.

Other:

5. **Interacts effectively with students, colleagues, administrators, and parents.**

Conducts parent conferences effectively.

Works cooperatively with administrators.

Students, parents, and staff make positive comments about the counselor.

Requests are made by students to meet with the counselor.

Teachers participate during classroom guidance activities.

Counselor exhibits initiative.

Other:

6. **Protects the confidentiality of written and verbal information related to students.**

Discusses information related to students with appropriate school personnel only.

Safeguards the confidentiality of student counseling sessions in accordance with established procedures.

Other:

7. **Maintains a focus on the developmental nature of elementary guidance and ensures that available time is not diverted from guidance activities.**

Provides services to all students based upon their developmental needs.
Maintains a program that is preventative as well as remedial.

Recognizes that guidance activities must be complimentary to the efforts of the classroom teacher.

Other:

8. **Ensures that time is spent conducting individual and small group counseling sessions with student and parents and documents this on an annual basis.**

Documents counseling sessions with students and parents in a monthly log.

Completes an annual counseling report.

Other:

9. **Allocates a major portion of the time to planning and teaching the classroom guidance curriculum to groups/classrooms of students.**

Completes lesson plans for counselor-directed classroom guidance activities.

Teaches classroom guidance activities at all grade levels.

Provides small group counseling sessions for those students having difficulty with previously taught guidance objectives.

Arranges for classroom presentations by guest speakers and/or volunteers.

Other:

10. **Assists with integrating appropriate developmental group guidance activities into the classroom curriculum.**

Maintains the guidance curriculum focus at each grade level.

Schedules appropriate times for classroom presentations.

Meets with teachers by grade level to prioritize the student outcomes that teachers will be responsible for and those that will remain primarily the responsibility of the counselor.

Provides, upon request, materials that will assist teachers with integrating guidance objective into the existing curriculum.

Other:

11. **Implements crisis intervention strategies.**

Rearranges schedule when a crisis situation occurs.

Meets with student and/or parents.

Determines existence of a threatening situation and takes appropriate action.
Consults with colleagues.

Assists with developing a plan of action.

Other:

12. **Limits counselor's involvement with disciplinary actions to the determination of cause(s) and/or remedy(s) for inappropriate action.**

Develops with other appropriate staff members a plan of action for students who have excessive or extraordinary discipline referrals.

Other:

13. **Assists with interpreting standardized test results.**

Upon request, assists with interpreting test results to appropriate personnel.

Other:

14. **Utilizes and interprets student records according to local, federal, and state guidelines.**

Upon request, interprets appropriate data on student records at parent conferences and staffings.

Other:

15. **Coordinates the use of school and community resources to assist students, e.g., social services.**

Maintains a current listing of available sources of assistance.

Conducts periodic liaison activities as appropriate.

Other:

16. **Consults and cooperates with parents, staff, and other professionals.**

Provides consultation as appropriate.

Facilitates unity of effort.

Other:

17. **Orients parents toward resources available to them within and outside the school system.**

Disseminates orientation information to parents.

Provides appropriate resources as requested by parents or as needed in conferences.

Other:

18. **Assists parents with formulating a realistic perception of their child, understanding child growth and development, improving family communication skills, and developing strategies for encouraging student learning.**

Conducts conferences with parents.

Provides short term counseling as appropriate.

Directs parent workshops and/or parenting groups.

Other:

19. **Orients new students and facilitates student transition from one grade to the next.**

Participates in the kindergarten orientation.

Assists with preparing kindergarten students for the changes they can expect in first grade, e.g., a longer school day, lunch at school, etc.

Coordinates with the middle school counselors an appropriate orientation to the middle school.

Organizes a welcome program for students new to the school.

Other:

20. **Assists with evaluating and updating the elementary guidance program so that student**

needs are met.

Observes children in the classroom setting and/or during individual and small group counseling sessions.

Obtains feedback about guidance needs and the elementary guidance program from students, teachers, administrators, and parents.

Ensures that classroom guidance activities are responsive to teacher/classroom needs and current social issues.

Maintains a monthly log and prepares an annual report to the Department of Student Services to ensure compliance with state requirements.

Completes a self-evaluation.

Other:

APPENDIX B: Middle/Secondary Guidance Counselor Indicators

1. **Provides guidance/counseling services to all assigned counsees.**

Counselor maintains a log ensuring 60% of time is spent in student individual or group counseling, as seen in back-up documentation.

Student sign-up sheet is available and utilized on guidance secretary's desk (for scheduled appointments).

Counselors affect appropriate counseling as seen in direct observation by principal and/or guidance director.

Other:

2. **Conducts small group counseling sessions and actively assists with operation of large group guidance activities, i.e., testing and orientation.**

Small group counseling sessions are requested in log with appropriate back-up documentation (teacher referrals and/or counseling reports).

Counselors assigned to upcoming sixth graders and ninth graders have provided orientation to sending school's students, staff, and parents.

When new student enrolls, student is given tour of school, handbooks, class schedule, introduction to members of school staff, and other activities deemed appropriate and as documented in log under counseling.

Other:

3. **Seeks opportunities to make classroom presentations.**

At middle school level each counselor has introduced himself/herself and the guidance role to his/her grade level counsees.

All high school and middle school counselors will take appropriate steps to introduce themselves to each counselee.

Each counselor has made at least one classroom presentation a year on such topics as careers, study skills, stress, course selection, graduation requirements, etc., and such presentation was reported by teacher and students to be well-received.

Other:

4. **Maintains, utilizes, and interprets student records according to local, federal, and state guidelines.**

As seen in administrative review or checks made at local option.

Other:

5. **Gathers, interprets, and uses data regarding counsees as an integral part of the counseling process.**

As seen in preparation of student records at LSSC parent conferences, staffings, and quality of record maintenance.

Other:

6. **Assists with administration and interpretation of standardized testing.**

Satisfactorily performs duties assigned by guidance director in standardized testing (example: materials such as pencils, booklets, answer sheets, etc., gathered in timely and organized manner.)

Other:

7. **Orients parents toward resources available to them within and outside the school system.**

Participates in providing orientation to parents regarding guidance services at back-to-school night.

Observed providing appropriate resources as requested by parents or as needed in conferences.

Other:

8. **Collects and disseminates to students and parents current data on educational and vocational opportunities.**

Familiar with VA VIEW, CHOICES and/or CX Online, Dictionary of Occupational Titles, Occupational Outlook Handbook, and other area-related materials.

Other:

9. **Relates well to counselees, colleagues, parents, and administrators.**

As seen in letters of commendation.

As seen in cooperation with administrators.

As seen in student, parent, and staff comments.

Frequency of student requests to see counselor (sign-up sheets and referrals from teachers).

Frequency of staff requests to utilize counselor in classroom activities related to guidance (referrals from teachers).

Exhibits initiative.

Other:

10. **Understands counselor's role in discipline and limits involvement in discipline to seeking cause(s) and/or remedy(s) for inappropriate action(s).**

The counselor will develop (with other staff members as appropriate); an action plan for remediation of any student assigned to him/her who has excessive or extraordinary discipline referrals.

Other:

11. **Assists counselees in examining career options.**

At the middle school level, each counselor participates in career fair, inviting guest speakers, classroom presentations, and small group work related to careers. These activities are documented and available upon request.

Other:

12. **Uses career guidance materials, i.e., GIS, in working with students seeking career information.**

Demonstrates ability to operate - GIS - VA VIEW.

Observed using career materials with students, staff, and parents.

Other:

(At the high school level, the career counselor provides these services.)

13. **Serves as resource person to students, parents, faculty, etc. in area of career guidance.**

As documented in previous indicators, i.e., classroom presentations.

Other:

(At the high school level, the career counselor provides these services.)

APPENDIX C: Career Counselor Indicators

1. Provides guidance counseling and career information to students.

Appropriate appointment/referral system available for students.

Career counselors affect appropriate counseling as seen in direct observation by principal and/or guidance director.

Other:

2. Selects, administers, and interprets interest inventories in area of career assessment.

Career counselor utilizes interest inventories, such as Virginia View and those available through CHOICES and CX Online to assist students in assessing career options and interest areas.

Other:

3. Gathers, interprets, and uses other available data regarding students. Assists students in identifying aptitudes and abilities and in identifying career goals.

Career counselor utilizes other records such as grades in combination with career assessment/interest inventories to provide as positive a picture of interests and abilities for students in deciding on career goals.

Other:

4. Maintains a career center stocked with appropriate educational and career information.

Career counselor is fully conversant with CHOICES, CX Online, Virginia VIEW, and the various interest inventories in use, and has on hand appropriate and current career/educational/occupational materials.

Other:

5. Coordinates career guidance activities in assigned school.

Career counselor works with classroom teachers in providing career information and/or classroom presentations related to careers/occupational/educational information. Serves as a focal point for guest speakers relating to career activities.

Other:

6. **Works with business, industry, and the armed forces to secure information on employment opportunities for dissemination to students.**

Career counselor gathers and disseminates information on job opportunities as referred by business and industry agencies in area.

Maintains liaison with military recruiters regarding career opportunities in the military. Schedules the ASVAB in the school.

Other:

7. **Assists vocational teachers with the development of their recruitment activities.**

Career counselor provides consultation, suggestions, speakers, etc., relating to careers in the various vocational areas.

Conducts classroom presentations, orientation programs, and Vocational Education Week programs designed to present vocational programs as viable career options.

Other:

8. **Assists other counselors, vocational teachers, and students to understand the vocational program sequences.**

Conducts meetings, briefings, and counseling as appropriate to counselors, vocational teachers, and students to ensure that all understand the necessity for a normal progression through a specific vocational sequence.

Other:

9. **Cooperates with vocational teachers and administrators in student recognition activities.**

Uses Program Completer Certificates and appropriate presentation program to recognize vocational program completers.

Ensures appropriate recognition of accomplishments in the vocational areas by students on an on-occurring basis.

Other:

10. **Assists in extending career guidance services to in and out of school youths and adults.**

Done on an as-required basis.

Other:

11. **Assists in planning and conducting surveys and follow-up studies as appropriate.**

Done on an as-required basis.

Other:

12. **Maintains, utilizes, and interprets student recording data in accordance with applicable regulations.**

As seen in administrative review or checks made at local option. .

Other:

APPENDIX D: Middle School Guidance Director Indicators

1. **Prepares annual department objectives.**

Guidance specialist confirms that annual objectives promptly submitted by October 1 of each year.

Objectives clearly establish proposed activity beyond normal requirements.

Method of evaluation and persons(s) responsible for completion are stated in report.

Other:

2. **Established department handbook and annual calendar.**

Handbook was found acceptable on first completion by the guidance specialist in accordance with guidelines established in the February 28, 1986, memorandum.

Other:

3. **Organizes counseling staff for optimum services.**

Conducts at least bimonthly meetings with counselors to cover guidance director's meeting notes, review logs, ensure group and individual counseling is occurring, etc.

A written spring report is submitted to the principal and guidance specialist by May 1 of each year to assess each counselor's evaluation of how well department objectives were achieved for the school year.

Completes survey of guidance services and incorporates results into next year's objectives, when possible.

Other:

4. **Keeps guidance staff informed of current mandates and changing needs through**

conferences, classes, meetings, organizations, and professional literature.

Keeps guidance staff informed of information provided at the monthly guidance directors' meeting. (As seen in professional leave taken from school by counselors.)

As seen by materials and professional journals available in the guidance office.

As seen by courses taken and conferences/in-services attended during the school year.

Other:

5. **Ensures 60% of the guidance department's workday (on an annual basis) is spent in individual or group student counseling as seen in the guidance log and by back-up documentation.**

6. **Ensures remainder of counselor time, as seen in the counselor's log, is spent in a balanced program of inventory, information, replacement, and follow-up. Guidance director will provide input toward completion of master schedule.**

7. **Organizes and directs the testing program.**

As seen in testing schedule submitted to principal.

As seen in meeting deadlines, distribution, and interpretation of test results to students and parents (if requested).

Other:

8. **Provides for security while maintaining and using student records.**

Meets local, state, and federal mandates as seen in administrative review or checks made at local option.

Other:

9. **Provides prescheduling orientation and literature for staff, parents, and students.**

As demonstrated in knowledge of course prerequisites and graduation requirements, and general knowledge of college requirements.

As seen in local option checks and by reviewing individual student planning cards. (Example: compare career choice on card with course selection)

Other:

10. **Seeks and encourages assistance for students using community resources.**

Has established a career center that is being utilized on a regular basis with back-up documentation.

Career center is maintained with current information. Maintain current listing of service organizations, mental health facilities, etc. in a readily obtainable location.

Other:

11. **Understands counselor's role in discipline and limits involvement in discipline to seeking cause(s) and/or remedy(s) for inappropriate action(s).**

For students assigned to a particular counselor who have excessive or extraordinary discipline referrals, the counselor will develop with other staff members an appropriate action plan for remediation.

Other:

12. **Displays an attitude and behavior that permits student acceptance of guidance.**

Appropriate, professional attire.

Ensures that counselors have introduced themselves and their role as counselors to grade level homerooms of classes for which they are assigned.

Guidance director gives an annual orientation to staff and students as to the role and services of the Guidance Department.

Encourages class presentation by counselor. (Example: financial aid, college or high school requirements, study skills, etc.)

Other:

13. **Assists students in examining career options. Classroom presentations required annually.**

Career fairs.

Guest speakers

Appropriate materials on hand, i.e., career, college.

Other:

14. **Relates well to counselors, colleagues, parents, and administrators.**

As seen in letters or commendations.

As seen in cooperation with administrators.

As seen in student, parent, and staff comments.

Frequency of student requests to see counselors (sign-up sheets, referrals from teachers).

Frequency of staff requests to utilize counselor in classroom activities related to guidance (referrals from teachers).

Exhibits initiative.

Other:

15. **Conducts small group counseling sessions and actively assists with operation of large group guidance activities, i.e., testing and orientation.**

Small group counseling sessions are registered in log with appropriate back-up documentation (teacher referrals and/or counseling reports).

Counselors assigned to up-coming sixth graders and ninth graders have provided orientation to sending school's students, staff, and parents.

When new student enrolls, student is given tour of school, handbooks, class schedule, introduction to members of the school staff, and other activities deemed appropriate and as documented in log under counseling.

Other:

GLOSSARY

Action Plan: A plan developed by an administrator and teacher to identify performance category(s) that need improvement. The action plan identifies activities to achieve that improvement.

Continuing Contract Teacher: A teacher who has successfully completed a probationary term of service as prescribed by the Virginia Board of Education and who has been placed on a continuing contract by the Prince William County School Board.

Coordinators: Individuals employed as Administrative Coordinators in the departments of Curriculum Services, Student Services, Staff Development, and Special Education.

Documentation: Written support of formal and informal observations or letters or memos of record regarding a staff member's performance that are dated and signed.

Evaluation: To make and record judgments based on observations and other input.

Evaluation Cycle: The schedule by which individual continuing contract teachers maintain their appropriate status on the evaluation cycle unless a "Needs Improvement" rating is given or the teacher's performance becomes less than satisfactory. In these cases, the evaluation cycle would revert to a yearly cycle until the teacher's performance is rated effective. If a teacher transfers to another school within the county, the evaluation cycle continues on the same schedule for that teacher.

Formal Observation: An observation lasting the length of a lesson. The observation is preceded by a planning conference and followed with a post-observation conference. Official observation

forms are used to record the results of the formal observation and serve as the basis for the conference.

Informal Observation: Observation of performance that may be made at any time without the requirement for a planning conference. No time limit for such an observation is required; however, results of such observations must be shared with the teacher in a timely manner.

Instructional Process: A teaching model that serves as the primary basis for indicators reflected on the teacher evaluation instrument.

Instructional Supervisors: Supervisors employed in the Department of Curriculum Services who have the responsibility to provide leadership, guidance, and teacher support in a specific subject area. Supervisory responsibilities include, but are not limited to, instructional leadership, in-school support, curriculum development and coordination, and staff development.

Need Improvement: An evaluation rating that indicates work performed that is unsatisfactory.

Observer: An individual who is authorized to make formal or informal observations of a teacher's performance for the purpose of providing feedback to the teacher and for gathering data to be used in formative and summative evaluations.

Planning Conference: The conference between the administrator and teacher which, regardless of the teacher's evaluation cycle, is held at the beginning of each school year to establish the teacher's goals and objectives. The established goals and objectives are focused toward meeting teacher recertification requirements, instructional improvement, and toward meeting the established mission of the school.

Probationary Teacher: A teacher who has not successfully met the requirements for continuing contract status as prescribed by the Virginia Board of Education.

Part-Time Teachers: A teacher employed for less than a seven-hour day.

TEACHER EVALUATION FORMS