

# Professional Performance Process



Prince William County

PUBLIC SCHOOLS

*Providing A World-Class Education*

## **Professional Educator Handbook**

**Revised 2014**

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This Handbook is intended to be a reference for the procedures and instruments used for the evaluation of professional educators employed by the Prince William County School Board. The School Board, through its administration, reserves the right to interpret, modify, change, delete, or depart from any of the procedures and instruments contained herein as necessary.

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*You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.*

--Michael Fullan

## **Executive Summary**

On April 28, 2011, the Virginia Board of Education approved the revised document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Virginia Guidelines)*. These guidelines become effective for all Virginia school divisions on July 1, 2012. Throughout the 2011-12 school year, the Professional Performance Process (PPP) Core Committee engaged stakeholders through multiple venues to gain feedback and input as the PPP was being revised to align with the *Virginia Guidelines*. Several ad hoc committees comprised of educational leaders, professional educators, and teacher association members engaged in important dialogue to ensure that the revisions were made with all perspectives in mind. The PPP and professional development were included on the agendas of all Principal Level Meetings. All 92 principals were charged with taking draft components of the PPP back to their faculties for feedback and input. This critical process of gaining stakeholder input led to the final revision to the PWCS PPP that is aligned with the *Virginia Guidelines*.

## **Introduction**

The PPP is a standards-based supervision and evaluation process that promotes continuous improvement and achievement of high standards for all employees. This handbook provides the most current information and resources to support successful implementation of the PPP for professional educators and educational leaders. It is designed to provide clarity of purpose, procedures, and roles and responsibilities. Additionally, the *Professional Educator Supplemental Resource Guide*, which contains supporting materials, tools, and a comprehensive glossary of terms, is available to support the execution of the process.

The evaluation procedures outlined in this Handbook are implemented pursuant to Virginia Code § 22.1-253.13:7, and are consistent with the performance objectives included in the *Virginia Guidelines* issued by the Virginia Department of Education in conformance with Virginia Code § 22.1-253.13.5 (B).

## **Statement of Purpose**

The purpose of the PPP is to ensure that all staff know and use best practices in teaching, learning, and leading in 21<sup>st</sup> century standards-based environments, and to organize all schools and departments around PWCS' commitment to the achievement of high standards by all students. The PPP is a growth model that empowers professional educators to focus on student learning and explore new ways to help students reach and exceed their potential.

*The core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.*

-- Richard DuFour

## PWCS Professional Educator Performance Standards

The PWCS Professional Educator Performance Standards, which are aligned with the *Virginia Guidelines*, were crafted to provide clear and defined standards for the performance of professional educators. These standards shall be used in the supervision and evaluation of all professional educators such as teachers, counselors, social workers, speech pathologists, librarians, and instructional support personnel.

Each professional educator standard is defined by key elements. Key elements provide concrete examples that assist educators in understanding the concept of meeting a standard. Meeting standards makes learning possible for the students of PWCS. Additional resources can be found in the *Professional Educator Supplemental Resource Guide*.

**I. Professional Knowledge** – *The professional educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

**II. Instructional Planning** – *The professional educator plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

**III. Instructional Delivery** - *The professional educator effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

**IV. Assessment of and for Student Learning** - *The professional educator systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

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

**VI. Professionalism** - *The professional educator maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

**VII. Student Academic Progress** - *The work of the professional educator results in acceptable, measurable, and appropriate student academic progress.*

*From the perspective of the individual teacher, it means that the process of understanding and improving one's own teaching must start from reflection on one's own experience.*

--Kenneth M. Zeichner

## **Professional Performance Process Standards-Based Supervision and Evaluation**

The PPP is designed to:

- Contribute to the successful achievement of the goals and objectives defined in the PWCS Strategic Plan.
- Improve the quality of instruction by ensuring accountability for classroom performance and professional educator effectiveness.
- Promote a positive working environment and continuous communication between the professional educator and supervising educational leader that promotes continuous professional growth and improved student learning.
- Promote self-reflection and professional growth, instructional effectiveness, and improvement of overall professional performance.
- Ensure student learning and growth.

Distinguishing characteristics of the PPP include:

- The use of performance standards to benchmark professional educator practice and behaviors.
- A focus on the relationship between professional educator performance and improved student learning and growth.
- A system for documenting professional educator performance based on multiple sources of data that show impact on student learning.
- Opportunities for professional educators to show evidence of their own performance and how it impacts student learning.
- A protocol for conducting observations both inside and outside the classroom with follow-up reflective conferences to include growth-producing feedback and next steps.
- A support system for providing additional assistance when needed.

### **Roles and Responsibilities**

#### ***Educational Leaders***

It is the educational leader's responsibility to implement the PPP as designed (i.e., a standards-based, continuous improvement model for supervision and evaluation). At the foundation of the PPP is the commitment of the educational leader to focus on student learning through the ongoing supervision of professional educators. Frequent observations of professional practice in classrooms and other educational settings provide data and information about student learning discussed during informal and formal reflective conferences. Educational leaders use coaching, collaborating, consulting, and growth-producing feedback to support professional educators in their professional growth. The PPP includes five forms used by the educational leader to ensure that all requirements of the PPP for the supervision and evaluation of professional educators are fulfilled.

### ***Professional Educators***

It is the professional educator's responsibility to be knowledgeable of the evaluation cycle, performance standards, procedures, and regulations. It is the professional educator's responsibility to follow the performance standards and collaborate with educational leaders to demonstrate evidence of his/her own professional growth and improved student learning.

### ***Other Educational Leaders***

Educational leaders who are not school-based (instructional supervisors and other administrative and supervisory staff) may collaborate with school-based educational leaders and professional educators to provide support in instructional areas. The support may include observing, participating in data meetings and coaching conferences, supporting professional growth plans, professional improvement plans, and professional learning opportunities.

During the first quarter, all P1 teachers in PWCS will receive an informal observation from a representative from the Department of Student Learning and Accountability with a post observation conference and written feedback provided to both the professional educator and the school-based educational leader. The purpose of the feedback is to provide support focused on the professional educator performance standards. This support may be ongoing, if deemed appropriate by those involved, and is designed to be collegial, transparent, and goal-oriented.

The input of instructional supervisors and other administrative and supervisory staff may be part of the evaluative process. If a central office-based educational leader conducts a classroom observation, a copy of the written feedback will be given to both the school-based educational leader and the professional educator.

### ***Teacher-Level Leaders and Specialists***

Teacher-level leaders and specialists (both school-based and central office-based) assist professional educators in planning standards-based units and lessons, help clarify expectations for effective teaching, conduct professional development sessions on skills or curriculum related to the performance standards, assist professional educators in examining their own work, and conduct classroom observations related to educator support. Teacher-level leaders are used as a support to professional educators and cannot be a part of the evaluative process. They receive ongoing support in their roles through their content and/or program area supervisors through meetings, professional learning opportunities, and other forms of communication.

### **Observations**

The observation process is intended to promote professional learning for professional educators and improve achievement for all students. In order to have a comprehensive picture of the professional educator's performance, observations may be formal or informal visits to the classroom. Observations provide opportunities for dialogue, reflection, collection of evidence, and growth-producing feedback regarding the instructional process and student academic progress. Only use the Observation Report (PPP-4) form when documenting an informal or formal observation. Educational leaders may attach additional Divisionwide observation tools that provide focus and help guide reflective conversations, such as the Culturally Responsive Instruction Classroom Look-fors Tool and Four-Square Reflection Protocol. Educational leaders

may also observe professional educators in other educational settings, such as grade-level or content area planning and/or data meetings.

### ***Formal Observation***

- A pre-observation conference is held between the professional educator and the observer. This conference is focused on the intended student learning outcomes of the instruction that will be observed.
- During the observation, evidence of the performance standards and student learning, as well as other data and noteworthy information, are recorded on the Observation Report (PPP-4) form.
- A formal observation lasts the length of the lesson observed.
- A post-observation reflective conference is normally scheduled within five business days of the observation.
- The post-observation reflective conference focuses on the intended outcomes for student learning, student behaviors, and teacher performance compared to the standards. Artifacts such as the day's lesson plan and student work and/or data from assessments should be present during the post-observation conference. These data lead to meaningful dialogue about the professional educator's performance and its connection to student academic progress. Feedback provided should be specific to the activity observed and provide guidance/promote reflection on the content learned and processes demonstrated by the learners. Feedback should not be limited to generalized statements about instruction.
- Formal observation dates, dates of the pre-observation and post-observation conferences, as well as sources of evidence discussed are documented on the Mid-Year Report and Summative Evaluation Report.
- An educational leader or professional educator may initiate a formal observation at any time. Two formal observations are required for all probationary teachers per cycle. One formal observation is required for all continuing contract teachers *Meeting Standards* during their formal evaluation year. An additional formal observation is required for any continuing contract teacher who is *Approaching* or *Not Meeting Standards*. The Summative Evaluation Report is based on data collected during the entire evaluation cycle.

### ***Informal Observation***

- Informal observations may be conducted without prior notice and occur on an ongoing basis throughout the year for all professional educators. It is critical to obtain a representative sampling of performance observations through regular visits to classrooms. Observations in other educational settings, such as grade-level or content area planning and/or data meetings, can also provide additional evidence.
- During the observation, evidence of the performance standards and student learning, as well as other data and noteworthy information, are recorded on the Observation Report (PPP-4) form.
- Informal observations provide additional opportunities for dialogue and feedback.
- Feedback from informal observations is shared face-to-face with the professional educator in a timely manner and serves as evidence of professional performance. Data showing the progress of student learning are reviewed during reflective conferences.



- Informal observation dates, reflective conference dates, and sources of evidence discussed are documented on the Mid-Year Report and Summative Evaluation Report.
- One informal observation is required by November 1 for all probationary teachers and for any continuing contract teacher whose performance is showing evidence of *Approaching* or *Not Meeting* Standard(s).
- Ongoing observations (a minimum of two) are required every year for continuing contract professional educators *Meeting* Standards.

### ***Walkthroughs***

- Brief, unannounced walkthroughs, often of classrooms of the same grade level or content, are used to gather data to show patterns and trends. When being visited for observation, professional educators should continue with their lessons and observers should not disrupt the instruction. Educational leaders may discuss these patterns and trends with professional educators individually or with grade-level or content teams. The data from these walkthroughs may also inform the educational leader of the level of fidelity of a program's implementation.
- Educational leaders may use school-designed walkthrough forms or content-specific walkthrough forms as long as they align with the PPP Professional Educator Performance Standards, provide growth-producing feedback to the professional educators, and/or inform the educational leader and/or professional educator of next steps to improve professional practice and student learning.

### **Data Collection**

Data and artifacts are used to deepen conversations between professional educators and educational leaders. For reflective conferences, professional educators are to bring data or artifacts that show student academic progress. Educational leaders may ask professional educators to bring specific data or artifacts that will enrich and focus the discussion. Data, artifacts, and observations become part of an ongoing collection of evidence from multiple sources for evaluating the professional educator's practice relative to the professional performance standards. Sample sources of data and artifacts that impact student learning can be found in the *Professional Educator Supplemental Resource Guide*. The PPP does not require the use of portfolios.

### **Support for Professional Educators in their Professional Growth**

The PPP is a continuous improvement model of supervision and evaluation. The process supports the professional growth and development of professional educators and educational leaders. Within 30 working days of the beginning contract date, an evaluation process meeting is held for all professional educators in a large group, small group, or individual format. A review of the PPP Handbook highlighting the evaluation process and timeline is included in this meeting. Additionally, a review and discussion about the Professional Educator Performance Standards and Overall Evaluation Rubric is recommended to continue to build a shared understanding among professional educators and educational leaders, as well as to promote self-reflection and continuous improvement.

### ***Professional Growth Plan and Conferences***

The Professional Growth Plan (PGP) is a critical component of the PPP. The purpose of the PGP and conference is to maintain focus on student academic progress and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at least at the middle and end of the academic year. Through the PGP, professional educators are linking their performance directly to Standard VII: Student Academic Progress. The PGP (PPP-1) form is a Division document utilized and maintained at the school level. A PGP is required for every professional educator, regardless of contract status and evaluation cycle. The initial PGP conference is held with the evaluator by November 1. For those professional educators hired after November 1, the evaluation process meeting and PGP Conference is held within 30 working days of the contract start date.

### **Initial PGP Conference Steps**

During the initial PGP conference, the evaluator and the professional educator discuss the Professional Educator Performance Standards, the overall evaluation rubric, the PWCS and school areas of focus, certification status, and any other applicable information.

#### **Identification of Multiple Data Sources:**

The evaluator and professional educator review and discuss any student data that were released in the summer such as achievement and growth data from SOL assessments, AP, IB, or Cambridge assessment data, ACCESS data, final student course grades, etc. Next, they discuss and agree upon sources of data available during the school year. These data will be monitored throughout the year and included as evidence for rating the professional educator's performance on Standard VII: Student Academic Progress. Additionally, the data that will demonstrate the level of attainment of the SMART Goal will be discussed and identified. These data sources will be entered into the appropriate section of the PGP.

#### **Writing a SMART Goal:**

The professional educator reflects on current student performance and data and collaborates with the evaluator in the development of the SMART goal. The professional educator and evaluator ensure the goal is SMART:

- Specific – The goal is focused, for example, by content area, by learners' needs.
- Measureable – An appropriate instrument/measure is selected to assess the goal.
- Appropriate – The goal is within the teacher's control to effect change.
- Realistic – The goal is feasible for the teacher.
- Time-bound – The goal is contained to a single school year or evaluation period.

#### **Creating an Action Plan:**

For this section the professional educator and the evaluator identify, discuss, and record actions, strategies, and processes that the professional educator is interested in using or improving upon that will support the attainment of the SMART goal and improve overall student learning. These actions/strategies should be different than what is already in the professional educator's repertoire. In addition, this section includes the specific professional learning opportunities, both required and optional, that the professional educator will participate in that will support the attainment of the SMART goal and improve overall student learning.

### Other Professional Opportunities:

In this section, the professional educator describes any current committee/leadership positions/extra-curricular responsibilities that he/she holds or would like to be involved in the school or at the Division level.

### Mid-Year PGP Conference Steps

The PGP is reviewed by the evaluator and the professional educator by February 1 (if not part of the Mid-Year Conference). At this conference, progress data identified as sources of evidence for Standard VII: Student Academic Progress and data that show progress toward the attainment of the SMART goal are shared and discussed. The Action Plan section is reviewed and any additional actions/strategies/professional learning opportunities are documented. A written reflection that includes data analysis, a description of progress toward SMART goal, and next steps are documented in the Mid-Year PGP Conference Reflection section. Additional data and evidence may be attached to the PGP. Initials of the professional educator and the evaluator are obtained on the first page of the PGP. To assist the professional educator with the mid-year reflection, below are some prompting questions:

- What do the data show with regard to the academic progress of your students overall, as well as the academic progress of groups of students, such as EL students, students with disabilities, etc.?
- What progress toward the attainment of the SMART goal do the data show?
- What data and evidence do you have to show support of the PWCS and Schoolwide Areas of Focus?
- What additional actions, strategies, professional learning, etc. are needed at this time?
- What additional resources/support do you need?
- What content are you most and least comfortable teaching?
- How might you use your strengths to benefit colleagues?
- How might you improve your content knowledge in areas you are less comfortable?

### End-of-Year PGP Conference Steps

The final PGP review conference is held between the professional educator and the evaluator coinciding with the summative evaluation. At this time, the professional educator shares data that demonstrate the level of attainment of the SMART goal, as well as, all other data that have been identified as sources of evidence for Standard VII: Student Academic Progress. A written reflection that includes data analysis, a description of level of attainment of SMART goal, and next steps are documented in the End-of-Year PGP Conference Reflection section on the PGP. Additional data and evidence may be attached to the PGP. Initials of the professional educator and the evaluator are obtained on the first page of the PGP. To assist the professional educator with the end-of-year reflection, below are prompting questions:

- What do the data show with regard to the academic progress of your students overall, as well as the academic progress of groups of students, such as EL students, students with disabilities, etc.?
- What level of attainment of the SMART goal do the data show?
- What data and evidence do you have to show support of the PWCS and Schoolwide Areas of Focus?

- How has your practice improved this year and what impact did it have on student learning?
- What changes or improvements would you make to your PGP next year?

### ***Time-bound Targeted Support Plan***

Sometimes additional and more targeted support is required to help a professional educator meet the performance standards. In order to facilitate dialogue about area(s) of concern and ways to address those concerns in any of the performance standards, an additional page called the Time-bound Targeted Support Plan is attached to the Professional Growth Plan. The Time-bound Targeted Support Plan is initiated by the evaluator at any point during the school year when evidence shows that the performance of a professional educator is *Approaching* Standard(s) according to the Overall Evaluation Rubric.

The entire Time-bound Targeted Support Plan process is intended to be completed in a relatively short time period, as it offers targeted support. The desired outcomes of the plan are that the area(s) of concern are addressed, the data and evidence show improvement, and the professional educator's performance is improved to *Meeting* Standard(s) according to the Overall Evaluation Rubric. Educational leaders and professional educators must use the Time-bound Targeted Support Plan as a way to record the various actions, strategies, resources, and other kinds of support that the professional educator will utilize to grow professionally and improve student learning. The Time-bound Targeted Support Plan is a fluid document that is actively used to document evidence of progress and what additional kinds of support are needed to assist the professional educator in improving practice. The Time-bound Targeted Support Plan is a document that is developed collaboratively by the educational leader and professional educator and remains at the school or work site. If the level of support needed progresses into the development of a Professional Improvement Plan (PIP), the Time-bound Targeted Support Plan documenting the increased support is attached to the PIP.

It is critical that the educational leader responds immediately to indications that a professional educator needs support. Once this higher level of support has been given, the educational leader can choose to implement one of the following options at the time of the Mid-Year or Summative Evaluation.

- If sufficient progress has been documented, the evidence and performance of the professional educator is *Meeting* Standard(s) according to the Overall Evaluation Rubric, a rating of *Meeting* Standard is recorded on the Mid-Year or Summative Evaluation Report. The level of support that the professional educator needs from this point is decided upon at this conference.
- If incremental progress has been documented, and the evidence and professional performance of the professional educator is *Approaching* but not yet *Meeting* Standard(s) according to the Overall Evaluation Rubric, a rating of *Approaching* Standard(s) is recorded on the Mid-Year or Summative Evaluation Report. The Time-bound Targeted Support Plan(s) must remain in place until consistent evidence of *Meeting* Standard(s) is shown. A rating of *Approaching* may only be in place for up to one year for the same performance standard.
- If little or no progress has been documented and the evidence and professional performance of the professional educator is *Not Meeting* Standard(s) according to the Overall Evaluation Rubric, a rating of *Not Meeting* Standard is recorded on the Mid-Year or Summative

Evaluation Report. At this point, the educational leader must move toward the development of an increased level of support through a PIP, if not already in place. The supervising educational leader will attach the Time-bound Targeted Support Plan to the PIP to show previous support provided, if applicable.

- Note that a Time-bound Targeted Support Plan does not need to be in place before a Professional Improvement Plan can be.

### ***Professional Improvement Plan (PIP)***

If at any time during the evaluation cycle the evidence shows that the professional performance of the professional educator meets the criteria of a *Not Meeting* Standard(s) rating, the supervising educational leader addresses the evidence with the professional educator and develops a PIP.

The PIP supports a professional educator by addressing areas of concern through targeted supervision and additional support and resources. The educational leader and the professional educator collaboratively develop the strategies and resource sections of the PIP.

The PIP provides a formal and structured plan and includes the following components:

#### **Rationale**

The Rationale for the PIP clearly and concisely states:

- The purpose of this plan;
- The specific standard not being met;
- The articulated data and evidence supporting the need for the plan;
- A description of prior methods of support provided to the professional educator (which may include the Time-bound Targeted Support Plan); and
- The results of that support leading to the development of the PIP.

The PIP Rationale should not be a list of recounted incidents better documented in a letter of conference, concern, or reprimand.

#### **Goals**

The goals of a PIP clearly describe the desired outcome(s) of the professional educator's performance and include language from the specific standard and key elements.

However, a goal should not simply be a reiteration of the performance standard.

#### **Evidence of Achievement**

The evidence of achievement of the PIP identifies the types of data and evidence needed to demonstrate goal achievement. A clear description of what the data and evidence should look like is critical (e.g., merely listing "unit plans" does not properly capture what those unit plans should include).

#### **Strategies**

The strategies are action steps that will lead to goal achievement as documented by data and evidence. The educational leader and the professional educator collaboratively develop and identify the strategies needed to reach the stated goal(s).

## **Resources**

Resources include specific materials, people, professional learning opportunities, and programs the professional educator can use to achieve identified goals. The professional educator and the educational leader collaboratively identify resources.

## **Timeline/Schedule for Review**

The PIP timeline/schedule for review identifies regular conferences established to discuss data and evidence of progress toward the achievement of the goal(s) and documents the actual meeting dates, evidence, and data showing progress toward goal(s), recommendation of next steps, and the status of progress. The professional educator and the educational leader are required to initial this documentation.

A copy of the PIP must be submitted to the principal of the school if he/she is not the supervising educational leader, the Department of Human Resources, and the Associate Superintendent when it is developed. A copy of the most recent PIP must be attached to the Mid-Year and Summative Evaluation Report. If the professional educator meets all goals of the PIP, the last section of the PIP is completed including the signatures of the professional educator, the supervising educational leader, and the principal (if not the evaluator). A copy of the completed PIP must be submitted to the Department of Human Resources for inclusion in the Personnel File.

## **Reflective Conferences**

The purpose of a reflective conference is to adjust and enhance professional practice for improved student learning through discussions between the educational leader and the professional educator. Data and evidence, as well as the criteria found within the Professional Educator Performance Standards, serve as the basis for these discussions. The Overall Evaluation Rubric is a discussion tool as well as an evaluation tool. Professional educators and educational leaders use the rubric during conferences to help reflect on progress toward meeting or exceeding professional standards. Reflective conferences should become part of the culture of the work place. Required conferences include the PGP conferences, Time-bound Targeted Support Plan and PIP conferences, Informal and Formal Observation conferences, and the conferences identified below.

### ***Progress Check Conference***

- Based upon a minimum of one informal observation and other sources of evidence, this conference is held (by November 1) between all probationary professional educators and any continuing contract professional educator whose performance is showing evidence of *Approaching* or *Not Meeting* Standard(s) and the evaluator to discuss progress to date and next steps.

### ***Mid-Year Report and Conference***

- The mid-year conference is held between a probationary professional educator or any continuing contract professional educator with one or more *Approaching* or *Not Meeting* Standard(s) rating, and the evaluator for the purpose of reviewing performance to date and next steps.
- The mid-year PGP conference takes place at the same time in order to review the academic progress of students and progress towards the attainment of SMART goals. If not, the mid-year PGP conference should be held by February 1.

- The Mid-Year Report is reviewed and signed first by the principal, if not the primary evaluator. It is then reviewed, discussed, and signed by the supervising educational leader and the professional educator. The original is forwarded to the Department of Human Resources for inclusion in the professional educator's personnel file. The professional educator and the supervising educational leader retain copies of the report.
- If a professional educator receives one or more *Not Meeting* Standard rating(s), the principal of the school, if he/she is not the supervising educational leader, and the Associate Superintendent must sign the Mid-Year Report *prior* to presenting it to the professional educator.
- The Associate Superintendent and the principal of the school, if he/she is not the supervising educational leader, must be informed of all educators on *Approaching* Standards or *Not Meeting* Standards status as soon as possible. The semiannual Teacher Enhancement and Accountability Meetings (TEAM) serve as an opportunity for educational leaders to discuss professional educators who may need additional central office supports and resources.
- A Mid-Year Report is completed for all continuing contract professional educators who currently have an *Approaching* or *Not Meeting* Standard(s) rating, who are on a Time-bound Targeted Support Plan or a PIP, or who received an *Approaching* or *Not Meeting* Standard rating for one or more standards on the previous year's Summative Evaluation Report.
- A PIP (and the Time-bound Targeted Support Plan, if it had been in place prior to the development of the PIP) must be attached to the Mid-Year Report for each Performance Standard in which a professional educator receives a *Not Meeting* Standard rating. The Mid-Year Report includes documentation that supports the status of any *Approaching* or *Not Meeting* Standard ratings in the Commendations/Recommendations section.
- The Commendations/Recommendations section includes a description of evidence and data that supports the evaluation of the professional educator who receives the ratings of *Meeting* or *Exceeding* Standard(s). If the professional educator has successfully met all the goals of a Time-bound Targeted Support Plan or a PIP and is now meeting all standards, this should be noted in the Commendations/Recommendations section. In addition, this section should include any next steps for the professional educator identified by the supervising educational leader.
- A Mid-Year Report is not required for a continuing contract professional educator whose performance demonstrates evidence of *Meeting* or *Exceeding* Standards, or for a part-time professional educator with a *Meeting* or *Exceeding* rating after three consecutive years of service in PWCS.
- The documentation on the Mid-Year Report should not come as a surprise to the professional educator because it is all based on data and evidence previously gathered and discussed with the professional educator in relation to the Overall Evaluation Rubric.
- If a professional educator works at more than one school or central office site, the supervising educational leader of each of those sites provides written input on the evaluation of the professional educator to the base-school/site supervising educational leader for inclusion on the Mid-Year Report.

### ***Summative Evaluation Report and Conference***

- A Summative Evaluation Conference between a probationary professional educator and the supervising educational leader is held to review performance to date.
- A Summative Evaluation Conference also occurs with a continuing contract professional educator in the formal evaluation year or with any continuing contract professional educator whose performance is demonstrating evidence of *Approaching* or *Not Meeting* Standard(s). A review and reflection of the PGP occurs at this meeting so that student academic progress data and evidence of the attainment of the SMART goal are reviewed and discussed.
- The principal, if he/she is not the supervising educational leader, reviews and signs the Summative Evaluation Report **prior** to its presentation to the professional educator. It is then reviewed, discussed, and signed at the conference by the supervising educational leader and the professional educator. The original must be forwarded to the Department of Human Resources for inclusion in the professional educator's personnel file. The professional educator and the supervising educational leader retain a copy of the report.
- If a professional educator receives a *Not Meeting* Standard rating, the Summative Evaluation Report needs to be signed by the principal, if he/she is not the supervising educational leader, and the Associate Superintendent **prior** to presenting the report to the professional educator.
- A PIP (and the Time-bound Targeted Support Plan, if it had been in place prior to the development of the PIP) must be attached to the Summative Evaluation Report for each Performance Standard in which a professional educator receives a *Not Meeting* rating. The PIP(s) must be forwarded, along with the original Summative Evaluation Report, to the Department of Human Resources for inclusion in the professional educator's personnel file. The professional educator and the supervising educational leader retain a copy of the report.
- The summary statements for each of the seven standards include a description of the professional educator's performance, data, and evidence that support the evaluation rating indicated. The Summative Evaluation Report documents the status of any *Not Meeting* Standard ratings and supports the rationale for contract recommendation in the Commendations/Recommendations section.
- The Commendations/Recommendations section includes any additional evidence that supports the evaluation of the professional educator. In addition, this section includes any next steps for the professional educator identified by the evaluator.
- The evaluation cycle is the period of time between one summative evaluation and the next. The Summative Evaluation Report is based on data collected during the entire cycle.
- A recommendation for non-renewal or dismissal and *Approaching* and *Not Meeting* Standards ratings should never be a surprise for the professional educator because these recommendations are based on data and evidence that have been gathered and discussed previously with the professional educator in relation to the Overall Evaluation Rubric.
- A recommendation of Renewal of Contract is made for those professional educators whose performance is *Meeting* and/or *Exceeding* Standards. A recommendation of Renewal on Monitor Status is made for any professional educator who has met the goals of his/her Professional Improvement Plan since the last evaluation report, or any professional educator who is on a Time-bound Targeted Support Plan and has one or



more *Approaching* Standard ratings, or any probationary professional educator who is recommended for P4 and P5 status. A Renewal on PIP Status is for any professional educator who is showing progress, but is still *Not Meeting* Standard(s) and will remain on a PIP into the next school year. A recommendation of Non-renewal of Contract should be made for any probationary professional educator whose Overall Evaluation Rating is *Not Meeting* Standards.

- **All probationary and continuing/extended contract professional educators are evaluated every year.** Continuing and extended contract professional educators receive an annual formal evaluation or an informal evaluation depending on the first letter of their last name and their performance ratings on the seven standards.
- If a professional educator works at more than one school or central office site, the supervising educational leader of each of those sites provides written input on the evaluation of the professional educator to the base-school/site supervising educational leader for inclusion on the Summative Evaluation Report.

Evaluation conferences are an important part of the Professional Performance Process because they provide opportunities for dialogue between the educational leader and professional educator on his/her professional performance to date. The evaluation aspect of the Professional Performance Process has the following objectives:

- Document a professional educator’s performance based on all evidence collected to date;
- Provide recommendations and commendations;
- Establish goals with the professional educator for continued development and/or improvement; and
- Make contract recommendations.

## **Rating Professional Educator Performance**

### ***Individual Standard Ratings***

The Mid-Year Report and the Summative Evaluation Report require a rating for each performance standard based upon multiple sources of data and evidence of the professional educator’s overall performance on each, in alignment with the PWCS Professional Educator Performance Process - Overall Evaluation Rubric. It is important to note that ratings are applied to the individual performance standards, not the key elements. Each performance standard is rated with one of the following ratings: *Not Meeting* Standard, *Approaching* Standard, *Meeting* Standard, or *Exceeding* Standard. Table 2 provides a general description of the different rating levels.

**Table 2**

Rating Levels	Description
<i>Not Meeting</i> Standard	The professional educator consistently performs below the established standard or in a manner that is inconsistent with the Division or school’s mission, goals, guidelines, policies, or regulations.
<i>Approaching</i> Standard	The professional educator often performs below the established standard or in a manner that is inconsistent with the Division or school’s mission, goals, guidelines, policies, or regulations.

<i>Meeting Standard</i>	The professional educator meets the standard in a manner that is consistent with the Division and school’s mission, goals, guidelines, policies, and regulations.
<i>Exceeding Standard</i>	The professional educator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard and consistently generates evidence that shows impact beyond the classroom/work site.

Note: The rating of *Meeting Standard* is the expected level of performance.

***Overall Summative Evaluation Rating***

In addition to receiving a rating for each of the seven performance standards, the professional educator will receive an overall evaluation rating at the conclusion of the evaluation cycle on the Summative Evaluation Report. This rating will reflect an overall evaluation rating for the professional educator. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the professional educator’s performance. The overall evaluation rating will be one of the following: *Not Meeting Standards*, *Approaching Standards*, *Meeting Standards*, or *Exceeding Standards*. The special conditions for the overall evaluation rating identified on the table that follows apply.

<b>Special Conditions for Determining Overall Evaluation Rating</b>	
<b>Condition</b>	<b>Overall Evaluation Rating</b>
Two or more standards are rated as <i>Not Meeting</i>	Overall evaluation rating is automatically <i>Not Meeting*</i>
One standard is rated as <i>Not Meeting</i> and is egregious	Overall evaluation rating may be <i>Not Meeting*</i>

The guiding principles in the following table are followed when individual and/or overall evaluation ratings are applied.

<b>Guiding Principles</b>
Standard VII: Student Academic Progress <u>cannot be the single standard</u> on which a professional educator’s performance is rated <i>Not Meeting</i> , <i>Approaching</i> , or <i>Exceeding</i> .
An overall evaluation rating of <i>Not Meeting</i> on a Summative Evaluation Report may result in a recommendation of “non-renewal of contract” or “dismissal.”
A rating of <i>Approaching</i> may only be in place for up to one year for the same performance standard.
Additional support must be provided and documented through the Time-bound Targeted Support Plan for a professional educator whose performance is <i>Approaching Standard</i> at anytime.
A Professional Improvement Plan (PIP) is required for each Standard rated <i>Not Meeting</i> on a Mid-Year or Summative Evaluation Report.

It is important to note from a quantitative perspective when applying the overall evaluation rating that the rating ranges for each of the tiered-rating levels were determined based on the same stakeholder input that established the special conditions and guiding principles outlined above.

\*It is critical that professional educators and educational leaders understand that:

1. Ratings are made based on a body of evidence from multiple sources of data.
2. The information and the special conditions listed above are used first to determine overall evaluation ratings.
3. The overall evaluation rating will not necessarily be determined by adding up the straight “weighted contribution” of each performance standard because of the inclusion of these special conditions.

### ***Standard Weighting and Emphasis on Student Academic Progress***

An underlying principle of the Professional Performance Process **has always been** that a professional educator had to provide evidence of positive impact on student learning through multiple sources of data in order to meet any standard. The revised PPP upholds this principle and is aligned with the revised *Virginia Guidelines* and the requirements of the *Code of Virginia* regarding the evaluation of instructional personnel.

*“School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.”* Article 2, § 22.1-295

When making a rating on Standard VII: Student Academic Progress, the supervising educational leader considers multiple measures of student academic progress and the process the professional educator uses to ensure that all students make gains. Appropriate measures of gains in student learning differ substantially based on the learners’ grade level, content area, and ability level. Quantitative measures of student academic progress based on validated achievement measures already being used locally should be the first data considered when determining progress measures. The following list shows a sample, but not an all-inclusive list, of measurement tools that are appropriate for assessing student academic progress:

- Criterion-referenced tests;
- Norm-referenced tests;
- Standardized achievement tests;
- School adopted interim/benchmark assessments;
- Student Growth Percentile data (reading/math); and
- Authentic measures (e.g., learner portfolio, recitation, performance).

Another way to measure student academic progress is through the Professional Growth Plan. During the development of the PGP at the beginning of each school year, the professional educator creates SMART goals based on current data regarding student growth and achievement. Data to show the students’ progress toward achievement of the goal(s) are shared with the

supervising educational leader at PGP review conferences, the mid-year conference, and the end-of-the year conference. PPP conferences provide opportunities to discuss appropriate data for Standard VII: Student Academic Progress, encourage reflection on current practice, and provides opportunities to add new actions, strategies, and resources to the PGP.

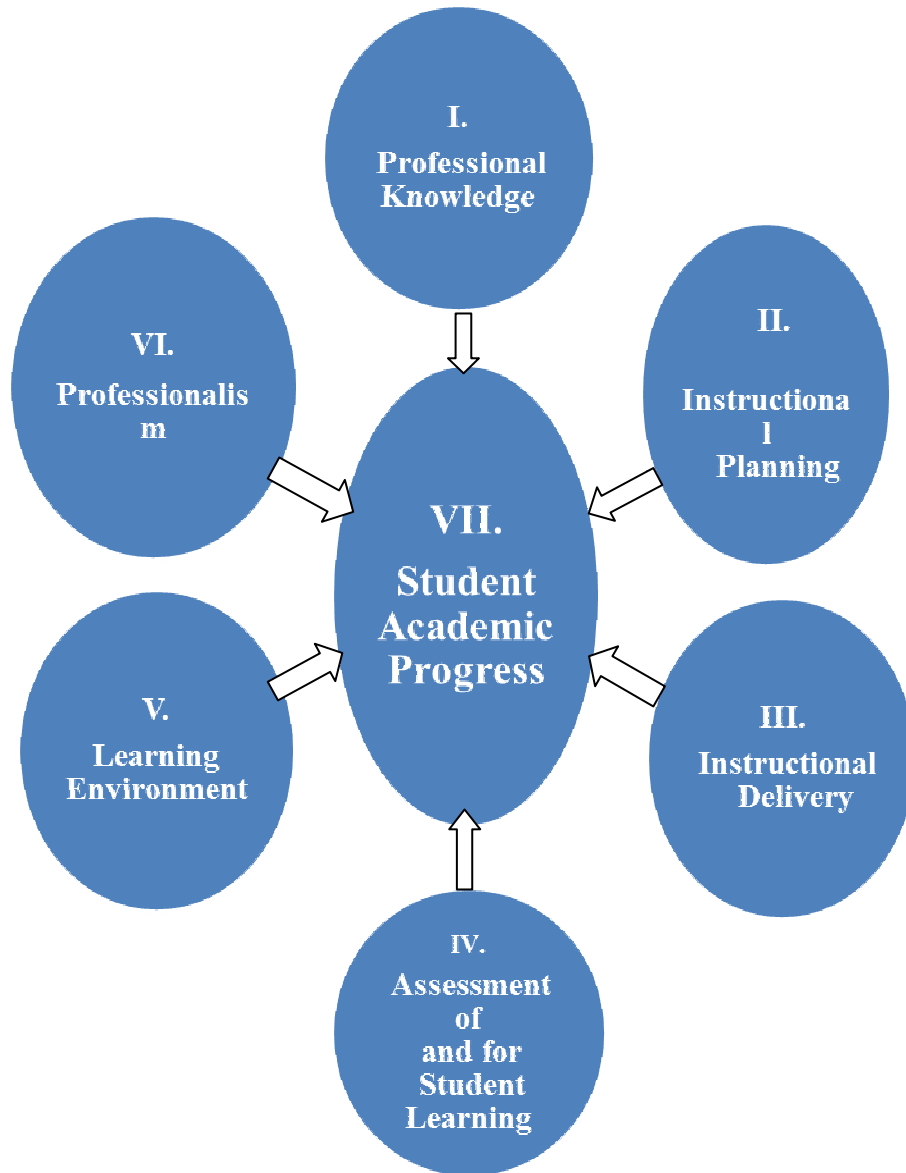
Using data that show the progress of students' learning is the ultimate gauge of whether a professional educator's practice is reaching all students. Using standards-based planning, active learning strategies, a variety of assessments, and interventions are standard operating procedures for PWCS professional educators. Monitoring and adjusting instruction and documenting student progress has been a growing part of the PWCS culture since the charge was given to move to a standards-based supervision and evaluation model.

The emphasis on Standard VII: Student Academic Progress in the revised PPP supports the PPP purpose of ensuring that all staff know and use best practices in teaching, learning, and leading in 21<sup>st</sup> century standards-based environments, and organizing all schools and departments around PWCS' commitment to achievement of high standards by all students. The emphasis on student academic progress also aligns with Goal 1 of the PWCS Strategic Plan that states that all students meet high standards of performance.

*The term evidence is not intended to suggest a courtroom or a litigious environment. Rather, it is intended to convey that conversation about teaching must be grounded in actual events, in actions or statements, in artifacts, or in decisions a teacher has made.*

-Charlotte Danielson

This graphic depicts the relationship between the first six performance standards and standard seven. Each of the first six standards comprises 10% of the overall evaluation, with the seventh standard constituting 40%. By successfully meeting each of the first six standards, professional educators simultaneously work toward student academic progress.



Each performance rating has the following rating number attached to it: 0 = *Not Meeting* Standard; 1 = *Approaching* Standard; 2 = *Meeting* Standard; 3 = *Exceeding* Standard. To get the weighted contribution of the individual standards, one multiplies the rating number times the percentage contribution. The sum of all seven standards' weighted contribution provides a number that, when applied to the chart below, gives the overall evaluation rating. Note that the special conditions and guiding principles outlined previously apply regardless of the sum of weighted contributions.

## Overall Evaluation Rating from Quantitative Perspective

Rating Number	Percentage Contribution	Weighted Contribution		
0 = <i>Not Meeting</i> Standard 1 = <i>Approaching</i> Standard 2 = <i>Meeting</i> Standard 3 = <i>Exceeding</i> Standard	Standard I = 10% Standard II = 10% Standard III = 10% Standard IV = 10% Standard V = 10% Standard VI = 10% Standard VII = 40%	The weighted contribution for individual standards is calculated by multiplying the rating number associated with the rating level by the percentage contribution of the individual standard.		
<p><b>Example 1:</b> <u>Teacher A</u> received the following ratings on the seven standards:</p> <p style="text-align: center;"> <i>Meeting</i> on Standard I      (2 x 10% = <b>.2</b>)  <i>Approaching</i> on Standard II    (1 x 10% = <b>.1</b>)  <i>Approaching</i> on Standard III   (1 x 10% = <b>.1</b>)  <i>Meeting</i> on Standard IV        (2 x 10% = <b>.2</b>)  <i>Meeting</i> on Standard V        (2 x 10% = <b>.2</b>)  <i>Meeting</i> on Standard VI        (2 x 10% = <b>.2</b>)  <u><i>Meeting</i></u> on Standard VII      (2 x 40% = <b>.8</b>)           </p> <p>The sum of the weighted contributions is <b>1.8</b>. Apply the sum to the chart below to find the overall rating. The overall evaluation rating for Teacher A is <i>Meeting</i> Standards.</p>				
<b>Overall Evaluation Rating Chart</b>	<i>Not Meeting</i> Standards	<i>Approaching</i> Standards	<i>Meeting</i> Standards	<i>Exceeding</i> Standards
Overall Rating Range	0 – 0.9	1 – 1.6	1.7 – 2.3	2.4 – 3.0

The evaluation timeline and calendar establishes *minimum* expectations for professional interactions and documentation for the Professional Performance Process. Multiple sources of evidence will be considered for all evaluations.

### Evaluation Timeline and Calendar

It is the educational leader's annual responsibility to advise all professional educators of the evaluation process and timeline. This must occur within 30 days of contract start date. Educational leaders must ensure that at least the minimum requirements of the Professional Performance Process, as outlined in charts below, are met for every employee. Note that if an evaluation due date falls on a weekend, the due date automatically becomes the following Monday.

**Probationary Professional Educator (and part-time less than 3 years): *Meeting or Exceeding Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September-June	Ongoing observations with reflective conferences and written growth producing feedback	PE PPP-4
November 1	Progress Check Conference based on at least one informal observation and all other available evidence; PGP initial conference	PE PPP-1 PE PPP-4
January 9	1 <sup>st</sup> formal observation completed to include planning conference and reflective conference	PE PPP-4
January 15	PGP mid-year conference and SMART goal review; Mid-Year Report due in DHR	PE PPP-1 PE PPP-2
April 1	2 <sup>nd</sup> formal observation completed to include planning conference and reflective conference	PE PPP-4
April 15	PGP end-of-year conference and SMART Goal review; Summative Evaluation Report due in DHR	PE PPP-1 PE PPP-3

**Probationary Professional Educator (and part-time less than 3 years): *Not Meeting or Approaching Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September-June	Ongoing informal observations with reflective conferences and written growth producing feedback	PE PPP-4
November 1	Progress Check Conference based on at least one informal observation and all other available evidence; PGP initial conference; Time-bound Targeted Support Plan or PIP review	PE PPP-1 PE PPP-4 PE PPP-5
January 9	1 <sup>st</sup> formal observation completed to include planning conference and reflective conference.	PE PPP-4
January 15	PGP mid-year conference and SMART goal review; Time-bound Targeted Support Plan or PIP review; Mid-Year Report due in DHR	PE PPP-1 PE PPP-2 PE PPP-5
March 25	2 <sup>nd</sup> formal observation completed to include planning conference and reflective conference	PE PPP-4
April 1	PGP end-of-year conference and SMART goal review; Time-bound Targeted Support Plan or PIP review; Summative Evaluation Report due in DHR	PE PPP-1 PE PPP-3 PE PPP-5

**Continuing Contract Professional Educator (and part-time >3 years): *Not Meeting or Approaching Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September-June	Ongoing informal observations with reflective conferences and written growth producing feedback	PE PPP-4

November 1	Progress Check Conference based on at least one informal observation and all other available evidence; PGP initial conference; Time-bound Targeted Support Plan or PIP review	PE PPP-1 PE PPP-4 PE PPP-5
February 1	1 <sup>st</sup> formal observation completed to include planning conference and reflective conference; PGP mid-year conference and SMART goal review; Time-bound Targeted Support Plan or PIP review; Mid-Year Report due in DHR	PE PPP-1 PE PPP-2 PE PPP-4 PE PPP-5
March 25	2 <sup>nd</sup> formal observation completed to include planning conference and reflective conference.	PE PPP-4
April 1	PGP end-of-year conference and SMART goal review; Time-bound Targeted Support Plan or PIP review; Summative Evaluation Report due in DHR, if recommending Dismissal	PE PPP-1 PE PPP-3 PE PPP-5
May 10	PGP end-of-year conference and SMART goal review; Time-bound Targeted Support Plan or PIP review; Summative Evaluation Report due in DHR if recommending Renewal on PIP or Monitor Status	PE PPP-1 PE PPP-3 PE PPP-5

**Continuing Contract Professional Educator (Informal Evaluation Year): *Meeting Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September-June	Ongoing informal observations with reflective conferences and written growth producing feedback (minimum of two)	PE PPP-4
November 1	PGP initial conference	PE PPP-1
February 1	PGP mid-year conference and SMART goal review documented on PGP	PE PPP-1
Last day of school	PGP end-of-year conference and SMART goal review documented on PGP; Annual Informal Evaluation form reviewed, signed, and attached to PGP (remains at site)	PE PPP-1

**Continuing Contract Professional Educator (Formal Evaluation Year): *Meeting or Exceeding Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September-June	Ongoing informal observations (one or more) with reflective conferences and written growth producing feedback	PE PPP-4
November 1	PGP initial conference	PE PPP-1
February 1	PGP mid-year conference and SMART goal review documented on PGP	PE PPP-1
May 1	Formal observation completed to include planning conference and reflective conference	PE PPP-4
May 10	PGP end-of-year conference and SMART goal review documented on PGP; Summative Evaluation Report due in DHR	PE PPP-1 PE PPP-3



**Part-time Professional Educator (More than 3 Years of Service): *Meeting or Exceeding Standard(s)***

September	Evaluation Process Meeting	PPP Handbook
September – June	Ongoing informal observations (one or more) with reflective conferences and written growth producing feedback	PE PPP-4
November 1	PGP initial conference	PE PPP-1
February 1	PGP mid-year conference and SMART goal review documented on PGP	PE PPP-1
May 1	Formal observation completed to include planning conference and reflective conference	PE PPP-4
May 10	PGP end-of-year conference and SMART goal review documented on PGP; Summative Evaluation Report due in DHR	PE PPP-1 PE PPP-3

***Evaluation Cycle***

The evaluation cycle is the period of time from one Summative Evaluation Report to another. All professional educators are evaluated annually. Continuing contract and extended contract professional educators whose performance is *Meeting Standards* are formally evaluated every three years and informally evaluated each year in which they are not formally evaluated. Probationary professional educators are formally evaluated annually. Ratings for each of the seven standards must be based on data and evidence collected during the entire evaluation cycle. Formal evaluations will be conducted for the following professional educators:

- All professional educators new to PWCS;
- All probationary professional educators;
- All part-time professional educators with fewer than three years in PWCS;
- All part-time professional educators with more than three years in PWCS;
  - If they are *Meeting* all Standards, they do not require a Mid-Year Report.
- All continuing contract professional educators currently on a Time-bound Targeted Support Plan or a Professional Improvement Plan or those who had received an *Approaching* or *Not Meeting Standard(s)* rating in any category on their Summative Evaluation Report for the prior school year; and
- All continuing contract professional educators whose last names begin with the letters listed below will be formally evaluated during the year specified.

<b>Last Name Begins With</b>	<b>Evaluation Year</b>	<b>Last Name Begins With</b>	<b>Evaluation Year</b>
<b>O - Z</b>	<b>2014-15</b>	<b>H - N</b>	<b>2019-20</b>
<b>A - G</b>	<b>2015-16</b>	<b>O - Z</b>	<b>2020-21</b>
<b>H - N</b>	<b>2016-17</b>	<b>A - G</b>	<b>2021-22</b>
<b>O - Z</b>	<b>2017-18</b>	<b>H - N</b>	<b>2022-23</b>
<b>A - G</b>	<b>2018-19</b>	<b>O - Z</b>	<b>2023-24</b>

### ***Evaluation Review***

The Superintendent, Deputy Superintendent, Associate Superintendents, and Department of Human Resources are responsible for the continuous appraisal of key aspects of the Professional Performance Process in order to ensure its proper functioning. The evaluation system for professional educators parallels the evaluation system for educational leaders in order to ensure alignment and consistency.

### ***Appeal Process***

The appeal procedures set forth in PWCS Regulation 571-1, "Evaluation," are the exclusive means for appeal of employee evaluations and all matters relating to such evaluations. Employee evaluations and/or challenges to the evaluation process and procedures are not grievable under Regulation 508.01-1: "Procedures for Adjusting Grievances for Certificated Employees."

Similarly, Mid-Year Reports, Professional Growth Plans, Professional Improvement Plans, collections of evidence, observations and Observation Reports, and the contents thereof, and variations or deviance from the procedures and timelines set forth in this handbook may not be appealed under Regulation 571-1 unless related to an appeal of an overall evaluation rating of *Not Meeting* Standards on the Summative Evaluation Report.

An employee may appeal in writing to the Associate Superintendent for Student Learning and Accountability an overall evaluation rating of *Not Meeting* Standards on the Summative Evaluation Report within 10 working days after receiving the Summative Evaluation Report. The Associate Superintendent for Student Learning and Accountability will convene a panel within 10 working days after receipt of the employee's appeal. The panel will review the appeal and will make recommendations to the Associate Superintendent for Student Learning and Accountability within five working days following the panel hearing. The Associate Superintendent for Student Learning and Accountability will review the panel's recommendations and render a final decision within five working days after receipt of the panel's recommendations.

*Schools cannot be made great by great teacher performances. They will only be made great by great student performance.*

--Phillip Schlechty

## PWCS Professional Educator Performance Standards

### I. PROFESSIONAL KNOWLEDGE

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

**Key Element 1:** Uses formal and informal information regarding students' prior knowledge, background, interests, abilities, and experiences to guide instruction.

**Key Element 2:** Acknowledges the language, values, and cultural traditions of students' families and communities.

**Key Element 3:** Helps students reflect the attitudes and behaviors of good citizenship at school and in the community.

**Key Element 4:** Uses the concepts, essential understandings, questions, and knowledge as stated in the curricular documents to drive instruction and assessment.

**Key Element 5:** Stays abreast of and uses current research, diverse perspectives, and new strategies within the discipline(s) taught.

**Key Element 6:** Provides learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior and future learning.

### II. INSTRUCTIONAL PLANNING

*The professional educator plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

**Key Element 1:** Designs meaningful and rigorous instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Key Element 2:** Plans instruction to achieve objectives that reflect the Virginia Standards of Learning and Division curriculum guidelines.

**Key Element 3:** Develops appropriate long- and short-range instructional plans and uses data to adapt plans to meet the needs of all students.

**Key Element 4:** Collaborates with colleagues to plan instruction for student learning.

### III. INSTRUCTIONAL DELIVERY

*The professional educator effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

**Key Element 1:** Differentiates instruction to accommodate the learning needs of all students.

**Key Element 2:** Uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

**Key Element 3:** Selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

**Key Element 4:** Uses appropriate verbal and nonverbal communication techniques and technology to foster positive interactions in the classroom.

### IV. ASSESSMENT OF AND FOR STUDENT LEARNING

*The professional educator systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

**Key Element 1:** Communicates specific performance expectations and uses a variety of assessment strategies to plan, monitor and adjust instruction, analyze data, and document student progress.

**Key Element 2:** Supports learning through ongoing, growth-producing feedback to students on their progress.

**Key Element 3:** Builds and maintains positive, professional relationships with parents/guardians through effective communication concerning students' progress.

**Key Element 4:** Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

**Key Element 5:** Uses assessment tools for both formative and summative purposes, and uses grading practices that report level of mastery in relationship to content goals and objectives.

### V. LEARNING ENVIRONMENT

*The professional educator uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

**Key Element 1:** Implements policies and procedures that create a safe and positive environment for students.

**Key Element 2:** Manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

**Key Element 3:** Develops and maintains rapport with students by accommodating students' differences in development and learning styles.

**Key Element 4:** Creates a supportive environment for all students that encourages social interaction and active engagement in learning.

### VI. PROFESSIONALISM

*The professional educator maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

**Key Element 1:** Models professional, moral, and ethical standards as well as personal integrity in all interactions.

**Key Element 2:** Seeks to improve his/her practice through reflection and self-evaluation.

**Key Element 3:** Responds professionally to administrative direction and uses Division resources to ensure quality performance and professionalism.

**Key Element 4:** Provides service to the profession, the Division, and the community.

**Key Element 5:** Establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

**Key Element 6:** Serves as a contributing member of the school's professional learning community through collaboration with colleagues.

**Key Element 7:** Adheres to Division and school guidelines, policies, and regulations.

### VII. STUDENT ACADEMIC PROGRESS

*The work of the professional educator results in acceptable, measurable, and appropriate student academic progress.*

**Key Element 1:** Sets appropriate and measurable achievement goals for student academic progress based on baseline data.

**Key Element 2:** Documents the progress of students throughout the year.

**Key Element 3:** Provides evidence that achievement goals have been met by using the state-provided growth measure when applicable, as well as multiple measures of student growth.

**Key Element 4:** Uses available performance outcome data to continually monitor and document student academic progress and develop interim learning targets.

The PWCS Professional Educator Performance Standards have been revised to align with the revised Uniform Performance Standards and Evaluation Criteria for Teachers as outlined by the Virginia Department of Education.

## Professional Educator Performance Process – Overall Evaluation Rubric

This evaluation rubric is designed to be a tool for educational leaders and professional educators that describes what it looks like to *meet* or *exceed* a standard, based on the evidence collected and evaluated for each standard and key element to date. This rubric is also a discussion tool for summarizing what performance looks like across the six standards at various points during the school year. The ratings generated using this rubric are recorded on the Mid-Year Report and Summative Evaluation Report.

	<b>Not Meeting Standard</b> <i>The professional educator consistently performs below the established standard or in a manner that is inconsistent with the Division or school's mission, goals, guidelines, policies, or regulations.</i>	<b>Approaching Standard</b> <i>The professional educator often performs below the established standard or in a manner that is inconsistent with the Division or school's mission, goals, guidelines, policies, or regulations.</i>	<b>Meeting Standard</b> <i>The professional educator meets the standard in a manner that is consistent with the Division and school's mission, goals, guidelines, policies, and regulations.</i> <i>(Note: The key elements for each standard are articulated and evaluated using a collection of evidence.)</i>	<b>Exceeding Standard</b> <i>The professional educator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard and consistently generates evidence that shows impact beyond the classroom/work site.</i> <i>(Note: "Exceeds Standard" has the "Meets Standard" descriptors as prerequisites.)</i>
<b>Professional Knowledge</b>	Does not demonstrate an understanding of the central concepts of the discipline(s) taught. Does not actively acknowledge students' cultural backgrounds and values. Little to no focus on the expectations of good citizenship. Instruction does not reflect current research and strategies for best practice. Learning experiences do not allow for integration of new knowledge with prior learning and students' experiences.	Displays limited awareness of essential concepts of discipline(s) taught. Sometimes incorporates students' backgrounds and experiences into learning opportunities. Occasionally focuses on expectations of good citizenship. Demonstrates some familiarity with current research and best practice. Inconsistently provides learning experiences that allow students to connect current and prior learning.	Engages students in active understanding of the essential concepts of the discipline(s) taught. Uses information regarding students' backgrounds, culture, and prior knowledge to guide instruction. Promotes good citizenship among students. Incorporates current research and strategies into instruction. Provides learning experiences that enable students to connect current and prior learning.	Consistently engages students in active understanding of essential concepts across discipline(s). Routinely incorporates students' backgrounds, culture, and experiences into instruction. Empowers students to demonstrate and model good citizenship behaviors at school and in the community. Engages students in reflective activities based on current research and strategies for best practice on a daily basis. Routinely develops learning experiences in which students are charged with synthesizing their current learning with prior learning. Serves as a positive model for colleagues.
<b>Instructional Planning</b>	Does not create long- and short-term instructional plans that clearly reflect Virginia SOLs and Division curriculum guidelines. Does not use data to plan meaningful and rigorous instruction. Strategies and activities do not support the achievement of objectives. Does not develop long- and short-range instructional plans. Does not routinely collaborate or participate with colleagues to plan instruction	Creates unit and lesson plans that reference the Virginia SOLs and Division curriculum guidelines, but does not consistently support the achievement of objectives. Inconsistently designs meaningful and rigorous instruction. Develops long- and short-range instructional plans considering student needs, but does not use data to adapt instruction to meet the needs of individual students. Sometimes collaborates with colleagues to plan instruction	Consistently develops curriculum, objective-based instruction with opportunities for all students to succeed. Routinely designs meaningful and rigorous instruction, resulting in high levels of student engagement. Strategies and activities consistently reflect the knowledge and skills required by the content objectives. Develops long- and short-range instructional plans and uses data to adapt them to meet the needs of the students. Goals are instructionally appropriate based on needs of all students. Consistently collaborates within Professional Learning Communities to plan meaningful and rigorous instruction.	Creates unit and lesson plans that enrich the Virginia and Division objectives and frequently extend to using cross-curricular objectives. Consistently involves students in the planning process and in the use of a variety of strategies according to their understanding of their own needs. Plans instruction that challenges every student in his/her learning. Collaborates with colleagues to facilitate vertical alignment of instructional delivery.
<b>Instructional Delivery</b>	Does not differentiate for the needs of individual learners. Does not use materials, technology, and resources that engage students or promote use of higher order skills. Does not employ communication skills that foster positive interactions in the classroom.	Occasionally differentiates to meet the needs of individual learners. Limited variety of materials, technology, and resources that require critical thinking and problem solving. Communication skills inconsistently foster positive interactions in the classroom.	Differentiates to meet the needs of individual learners. Uses materials, technology and resources to promote critical thinking and problem solving to engage all students. Consistently selects, evaluates, and adapts a variety of instructional methods. Communication skills consistently foster positive interactions in the classroom.	Demonstrates mastery of instructional techniques. Consistently provides evidence of student inquiry driving instructional differentiation. Shares/presents differentiation techniques that promote critical thinking and problem solving within and beyond his/her classroom. Influences others to employ a variety of technology tools and communication techniques that foster positive interaction within and outside the classroom. Communication techniques translate into highly engaged students who contribute to the learning process through critical thinking and problem solving.

	<b>Not Meeting Standard</b>	<b>Approaching Standard</b>	<b>Meeting Standard</b>	<b>Exceeding Standard</b>
<b>Assessment of and for Student Learning</b>	Does not communicate performance expectations to parents and students. Does not provide growth-producing feedback or does so in an unprofessional manner. Does not inform parents about student progress. Uses ineffective assessment strategies.	Inconsistently communicates performance expectations to students and parents. Inconsistently provides growth-producing feedback to students and parents. Uses limited strategies to monitor student success.	Consistently communicates specific performance expectations and uses a variety of strategies to plan, monitor, adjust, analyze, and document instruction and student learning. Consistently provides growth-producing feedback to students and parents. Maintains positive, professional relationships with parents to communicate student progress. Uses appropriate and varied assessment strategies to promote student success. Uses both formative and summative assessments to improve instruction. Grading practices indicate level of mastery of content goals and objectives.	Uses multiple methods to maintain effective communication with parents/guardians concerning student progress. Creates valid and appropriate assessments and instructional tools based on student progress and needs for use beyond the scope of their classroom. Teaches students how to monitor, reflect, and set goals for their own academic progress.
<b>Learning Environment</b>	Does not establish clear expectations. Does not implement discipline in a fair or consistent manner. Does not implement structure and routines to maximize instructional time. Does not differentiate instruction to effectively engage students. Does not establish or maintain good rapport with students. Does not provide a nurturing environment for students.	Inconsistently communicates classroom expectations to students. Inconsistently implements discipline procedures. Inconsistently establishes and maintains classroom routines, resulting in a loss of instructional time. Inconsistently attempts to differentiate instruction to effectively engage students. Inconsistently demonstrates rapport with students. Inconsistently provides a nurturing environment for students.	Consistently communicates classroom expectations to student and consistently implements discipline procedures. Consistently establishes and maintains classroom routines, maximizing instructional time. Consistently attempts to differentiate instruction to effectively engage students. Consistently demonstrates rapport with students. Consistently provides a nurturing environment for students.	Goes beyond implementation of policies and procedures by establishing and demonstrating high student expectations in all facets of education both in and out of the building. Consistently surpasses expectation of implementing established discipline procedures and fostering a culture of self-discipline in students. Maintains classroom routines and use of instructional time to fully engage students in productive learning activities. Successfully differentiates instruction for all students. Builds rapport with all students through fair and consistent interactions in a nurturing and trusting environment.
<b>Professionalism</b>	Does not always interact with colleagues and stakeholders in a professional manner. Does not engage in self-reflection or evaluation. Does not take advantage of opportunities for professional growth. New learning is not routinely integrated into practice. Does not collaborate with colleagues and stakeholders to promote and support student success. Does not follow all job-related policies, regulations, and guidelines.	Models professional, moral, and ethical behavior in most interactions. Engages in reflective activities only when directed. Takes minimal advantage of opportunities for professional growth. Occasionally integrates new learning into practice. Does not routinely communicate and collaborate with colleagues and stakeholders to promote and support student success. Does not consistently follow job-related policies, regulations, and guidelines.	Models professional, moral, and ethical behavior in all interactions. Regularly engages in critical self-reflection to improve practice. Actively takes advantage of opportunities for professional growth and consistently integrates new learning into practice. Engages in leadership or service activities within the school or Division. Routinely communicates and collaborates with colleagues and stakeholders to promote and support student success. Consistently follows job-related policies, regulations, and guidelines.	Models professional, moral, and ethical behavior in all interactions. Continually reflects on, evaluates, and seeks to refine and improve own practice. Serves in a leadership capacity within the school, Division, or profession. Builds the capacity of students and colleagues to support student success through ongoing communication, collaboration, and partnership. Consistently follows all job-related policies, regulations, and guidelines.
<b>Student Academic Progress</b>	Instruction does not result in student academic progress or achievement. Progress of students is not documented on an ongoing basis or used to set learning targets. Does not review performance/outcome data to determine achievement and/or progress goals.	Instruction results in minimal student academic progress or achievement on one or more measures. Attempts to set appropriate student achievement goals. Inconsistently documents the progress of students toward the achievement of learning goals. Attempts to establish learning targets in response to student performance data. Uses singular measures to assess and monitor student academic progress.	Instruction results in documented continual academic progress or achievement of students, as shown by multiple measures throughout the school year. Sets measurable and appropriate achievement goals based on analysis of multiple measures of student performance data. Routinely monitors progress to set and adjust learning targets. Adjusts instruction to promote increased student achievement.	Instruction results in consistently high levels of student growth and documented achievement, as shown by multiple measures throughout the school year. Engages students in the development and monitoring of their individualized learning goals. Monitors student progress on a consistent basis and establishes individualized targets based on student performance data. Shares successful strategies with colleagues in or beyond the school.



**Professional Educator  
PROFESSIONAL GROWTH PLAN**

**Please refer to the section on the Professional Growth Plan (PGP) and Conferences section in the Professional Educator PPP Handbook when completing this Professional Growth Plan.**

EMPLOYEE INFORMATION				
Professional Educator		Evaluator		
Status	P0 P1 P2 P3 P4 P5 CC EC PT	School/Office		
Position		VA License Expiration Date		
Endorsement Areas		Evaluation Cycle	Annual	Formal Informal
Child Abuse Recognition Training	Yes No	Technology Standards	Yes	No
Workplace Harassment Training	Yes No	School Year		
SIGNATURES/INITIALS AND DATES OF PGP REVIEWS				
<u>Initial</u> PGP Conference (Deadline: November 1)	Professional Educator <i>Signature</i>		Date	
	Educational Leader <i>Signature</i>		Date	
<u>Mid-Year</u> Review of PGP (Deadline: Applicable Mid-Year Evaluation Date or February 1)	Professional Educator <i>Initials</i>		Date	
	Educational Leader <i>Initials</i>		Date	
<u>End-of-the-Year</u> Review of PGP (Deadline: Applicable Summative Evaluation Date)	Professional Educator <i>Initials</i>		Date	
	Educational Leader <i>Initials</i>		Date	
Professional Educator Performance Standards				
<b>Prince William County Schools' Professional Educators are expected to implement all seven Standards. The Standards encompass the Professional Educators' duties and responsibilities.</b>				
I. Professional Knowledge		V. Learning Environment		
II. Instructional Planning		VI. Professionalism		
III. Instructional Delivery		VII. Student Academic Progress		
IV. Assessment of and for Student Learning				
PWCS Areas of Focus		SCHOOL Area(s) of Focus		
<ul style="list-style-type: none"> <li>Literacy</li> <li>Inclusive Practices</li> <li>Wellness</li> <li>Professional Learning Communities</li> <li><b>Critical DOJ Accountability Outcome:</b></li> </ul> <p><b>1. The Professional Educator will provide his/her supervising administrator with evidence, consistent with his/her roles and responsibilities as it relates to EL students, of...</b></p> <ul style="list-style-type: none"> <li><b>Provision of ESOL services and implementation of EL federal and state policies.</b></li> <li><b>Measurable growth in the linguistic and academic performance of culturally and linguistically diverse students.</b></li> </ul>				
Initial PGP Conference				
<b>Identify the multiple data sources to be used as evidence for 1) Standard VII: Student Academic Progress and 2) the DOJ Critical Accountability Outcome.</b>				
<i>Analysis of Data Available in Summer <u>Applicable to Position</u> (SOL, SGP, IB, AP, Cambridge, ACCESS, Graduation, etc.):</i>				

Data Sources Available during School Year Applicable to Position (CFAs, Benchmarks, Reading and Writing Assessments, PALS, DRA, Unit Assessments, etc.):

**SMART Goal**

Baseline Data of Current Students Used to Establish SMART Goal:

SMART Goal:

**ACTION PLAN**

Date Added	Actions/Strategies/ Professional Learning Opportunities (Be specific and action oriented.)	Expected Outcomes of the Actions/Strategies/ Professional Learning Opportunities	Resources Needed (Materials, support from colleagues, specialists, etc.)

**Other Professional Opportunities: Committees/Leadership Positions/Extra-Curricular Responsibilities**

**Mid-Year PGP Conference Reflection**

Reflect, document, and discuss data that show academic progress of all students and student groups, progress on SMART goal, and progress on DOJ Critical Accountability Outcome.

**End-of-Year PGP Conference Reflection**

Reflect, document, and discuss data that show academic progress of all students and student groups, the level of attainment of SMART goal, and progress on DOJ Critical Accountability Outcome including completion of any ESOL professional development.

## Time-bound Targeted Support Plan for the Professional Educator

Professional Educator (Print):	Date:
Professional Educator ( <i>Signature</i> ):	
Educational Leader (Print):	Date:
Educational Leader ( <i>Signature</i> ):	

**Directions:** This plan and process is required for anyone whose performance is Approaching Standard in any of the Professional Educator Performance Standards at anytime during the year. This plan is developed collaboratively between a professional educator and an educational leader and strategically focused on the three improvement questions below. The plan is time-bound and targeted to facilitate dialogue and to identify resources on areas that need additional support. Dates for progress checks and reflections should be established at the initial conference. As data and evidence are shared throughout the process, the PPP Professional Educator Overall Evaluation Rubric is used as a tool to discuss performance among the different rating levels. Note: If, at any time, data and evidence demonstrate performance *Not Meeting Standard*, a Professional Improvement Plan may be developed to replace this plan to provide a more formalized level of support.

**Standard in Need of Support:** (Check one):

- |   |   |
|---|---|
| I. Professional Knowledge <input type="checkbox"/>                  | V. Learning Environment <input type="checkbox"/>        |
| II. Instructional Planning <input type="checkbox"/>                 | VI. Professionalism <input type="checkbox"/>            |
| III. Instructional Delivery <input type="checkbox"/>                | VII. Student Academic Progress <input type="checkbox"/> |
| IV. Assessment of and for Student Learning <input type="checkbox"/> |   |

**Improvement Questions:**

1. What data or evidence indicate the need for additional support for improvement?
2. Using the Professional Educator Performance Standards one-page document and the PPP rubric as discussion tools, what will the data and evidence look like when there is improvement in this area(s)?
3. What new strategies, resources, or support might facilitate improvement in this area(s)?

**Progress Check and Reflection #1:** (Date established at initial conference: \_\_\_\_\_)

1. Evidence of progress:
2. Are additional support and resources needed? \_\_\_Yes \_\_\_No  
If yes, identify additional support/resources:

Professional Educator <i>Initials</i>		Date	
Educational Leader <i>Initials</i>		Date	

**Progress Check and Reflection #2:** (Date established at initial conference: \_\_\_\_\_)

1. Evidence of progress:
2. Are additional support and resources needed? \_\_\_Yes \_\_\_No  
If yes, identify additional support/resources:

Professional Educator <i>Initials</i>		Date	
Educational Leader <i>Initials</i>		Date	

Note: If an additional Progress Check and Reflection section is needed, copy and paste.





## Professional Educator MID-YEAR REPORT

Professional Educator		Evaluator	
Status		Position	
Position		School/Office	
School Year		Date	

**Sources of Evidence Used:** List dates of observations, conferences with the professional educator, and other sources of evidence upon which this evaluation is based.

Formal Observation Dates	Informal Observation Dates	Conference Dates

<b>Other Sources of Evidence</b>	
----------------------------------	--

**Standard Category Ratings:** The rating for each category is based on overall performance in that category, in alignment with the Professional Educator Performance Process—Overall Evaluation Rubric.

Standard	Rating to Date			
<b>I. PROFESSIONAL KNOWLEDGE</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>II. INSTRUCTIONAL PLANNING</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>III. INSTRUCTIONAL DELIVERY</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>IV. ASSESSMENT OF AND FOR STUDENT LEARNING</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>V. LEARNING ENVIRONMENT</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>VI. PROFESSIONALISM</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard
<b>VII. STUDENT ACADEMIC PROGRESS</b>	<input type="checkbox"/> Not Meeting Standard	<input type="checkbox"/> Approaching Standard	<input type="checkbox"/> Meeting Standard	<input type="checkbox"/> Exceeding Standard

Please attach Professional Improvement Plan (PPP-5) for all *Not Meeting Standard* categories. A Time-bound Targeted Support Plan must be developed for any *Approaching Standard*.

**Commendations/Recommendations:**

**Signatures:**

<b>Professional Educator:</b>	Date:
<b>Evaluator:</b>	Date:
<b>Principal: (if not primary evaluator)</b>	Date:
<b>Associate Superintendent: (if <i>Not Meeting Standard</i> is given in any category)</b>	Date:

c: Personnel File  
Professional Educator  
Evaluator



## Professional Educator SUMMATIVE EVALUATION REPORT

Professional Educator		Evaluator	
<i>Initials</i>		<i>Initials</i>	
Status		Position	
Position		School/Office	
School Year		Date	

**Sources of Evidence Used:** For this evaluation summary, list dates of the formal observations, conferences with the professional educator, and other sources of evidence upon which this evaluation is based.

Formal Observation Dates	Informal Observation Dates	Conference Dates
Other Sources of Evidence		

**Standard Category Ratings:** Summarize performance in each standard with a written summary statement of performance, based upon multiple sources of evidence and evidence of impact on student learning. The rating for each category is based on overall performance in that category, in alignment with the Professional Educator Performance Process—Overall Evaluation Rubric. Each category must be rated under one of the following ratings: *Not Meeting Standard*, *Approaching Standard*, *Meeting Standard*, or *Exceeding Standard*.

Standard Category	Summary Statements	Rating
<b>I. PROFESSIONAL KNOWLEDGE</b>		
<b>II. INSTRUCTIONAL PLANNING</b>		
<b>III. INSTRUCTIONAL DELIVERY</b>		
<b>IV. ASSESSMENT OF AND FOR STUDENT LEARNING</b>		
<b>V. LEARNING ENVIRONMENT</b>		
<b>VI. PROFESSIONALISM</b>		
<b>VII. STUDENT ACADEMIC PROGRESS</b>		

Please attach Professional Improvement Plan (PPP-5) for all *Not Meeting Standard* categories. A Time-bound Targeted Support Plan must be developed for any *Approaching Standard*.

**Commendations/Recommendations:**

**OVERALL EVALUATION RATING**

Not Meeting Standards     Approaching Standards     Meeting Standards     Exceeding Standards

**RECOMMENDATION:**

Renewal of Contract   
Renewal on Monitor Status   
Renewal on PIP Status   
Non-renewal of Contract   
Dismissal

**Signatures:**

<b>Professional Educator:</b>	<b>Date:</b>
<b>Evaluator:</b>	<b>Date:</b>
<b>Principal:</b> <b>(if not primary evaluator)</b>	<b>Date:</b>
<b>Associate Superintendent:</b> <b>(if <i>Not Meeting Standard</i> is given in any category)</b>	<b>Date:</b>

c: Personnel File  
Professional Educator  
Evaluator



## Professional Educator OBSERVATION REPORT

\_\_\_\_\_ Informal

\_\_\_\_\_ Formal

Professional Educator:	Planning Conference Date:
Subject/Grade:	Observation Date:
Observer:	Reflective Conference Date:

**During an observation, notes may be taken on any or all of the following areas. Check all standards that apply.**

<b>I.</b>	<b>Professional Knowledge</b>	The professional educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	
<b>II.</b>	<b>Instructional Planning</b>	The professional educator plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	
<b>III.</b>	<b>Instructional Delivery</b>	The professional educator effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	
<b>IV.</b>	<b>Assessment of and for Student Learning</b>	The professional educator systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	
<b>V.</b>	<b>Learning Environment</b>	The professional educator uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	
<b>VI.</b>	<b>Professionalism</b>	The professional educator maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	
<b>VII.</b>	<b>Student Academic Progress</b>	The work of the professional educator results in acceptable, measurable, and appropriate student academic progress.	

**Context** (grade level, subject, class demographics, setting, Standards of Learning addressed):

**Significant Observations:**

**Feedback/Next Steps:**

**Signatures:**

Professional Educator:	Position and School/Office:	Date:
Observer:	Position and School/Office:	Date:



**Professional Educator  
PROFESSIONAL  
IMPROVEMENT PLAN**

Professional Educator		Evaluator	
<i>Signature</i>		<i>Signature</i>	
Status		Position	
Position		School/Office	
School Year		Date	
		<i>Principal Signature</i> <small>(if not primary evaluator)</small>	

**Standard** (Check one):

- |   |                          |                                |                          |
|---|--------------------------|--------------------------------|--------------------------|
| I. Professional Knowledge                     | <input type="checkbox"/> | V. Learning Environment        | <input type="checkbox"/> |
| II. Instructional Planning                    | <input type="checkbox"/> | VI. Professionalism            | <input type="checkbox"/> |
| III. Instructional Delivery                   | <input type="checkbox"/> | VII. Student Academic Progress | <input type="checkbox"/> |
| IV. Assessment of and for<br>Student Learning | <input type="checkbox"/> |                                |                          |

Rationale for Plan:
Goals:
Expected Evidence of Achievement:
Strategies:
Resources:
Timeline/Schedule for Review:

- c: Personnel File
- Professional Educator
- Evaluator
- Associate Superintendent

Review Dates	Progress toward Improvement Plan Goals (to include evidence of <i>Meeting</i> or <i>Not Meeting</i> Standard)	Next Steps (Recommendations, Follow-up)	Status: <ul style="list-style-type: none"> <li>• Little or no observable progress</li> <li>• Partial achievement of plan goals</li> <li>• Full completion</li> <li>• Continue to monitor</li> </ul>	Initials: Professional Educator <u>and</u> Evaluator

\*\*\*\*\*

**Upon full completion of Professional Improvement Plan, complete the section below.**

The professional educator has met all the goals of this Professional Improvement Plan. A final copy will be provided to those indicated at the bottom of the page.

**Signatures:**

Professional Educator:	Date:
Evaluator:	Date:
Principal:	Date:

c: Personnel File  
Professional Educator  
Evaluator  
Associate Superintendent

**School Board**

Mr. Milton C. Johns  
*Chairman At-Large*

Mr. Gil Trenum  
*Vice Chairman*  
*Brentsville District*

Mrs. Lisa E. Bell  
*Neabsco District*

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*Gainesville District*

Mrs. Lillie G. Jessie  
*Occoquan District*

Ms. Loree Y. Williams  
*Woodbridge District*

**Superintendent of Schools**

Dr. Steven L. Walts

**Superintendent's Staff**

Ms. Rae E. Darlington  
*Deputy Superintendent*

Mr. William G. Bixby  
*Associate Superintendent for Middle Schools*

Mr. David S. Cline  
*Associate Superintendent for Finance and Support Services*

Mr. R. Todd Erickson  
*Associate Superintendent for Central Elementary Schools*

Mrs. Rita Everett Goss  
*Associate Superintendent for Eastern Elementary Schools*

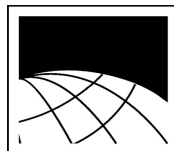
Mrs. Jarcelynn M. Hart  
*Associate Superintendent for Western Elementary Schools*

Mr. Timothy L. Healey  
*Associate Superintendent for Student Learning and Accountability*

Mr. Keith A. Imon  
*Associate Superintendent for Communications and Technology Services*

Mr. Keith J. Johnson  
*Associate Superintendent for Human Resources*

Mr. Michael A. Mulgrew  
*Associate Superintendent for High Schools*



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**PUBLIC SCHOOLS**  
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*Associate Superintendent for Human Resources  
Prince William County Public Schools  
P.O. Box 389  
Manassas, VA 20108*