

Teacher Performance Evaluation System



Handbook

2017-2018

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *Bedford County Public Schools Teacher Performance Evaluation System (TPES)* uses the Goals and Roles Performance Evaluation Model developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity, collaboration, and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the TPES are to:

- optimize individual student learning and growth,
- improve the quality of instruction by ensuring accountability for student performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the Bedford County Public Schools Strategic Plan,
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- implement a performance evaluation system between the teacher and evaluator(s) that facilitates collaboration between the teacher and evaluator(s) that promotes self-growth, instructional effectiveness, and improvement of overall job performance.

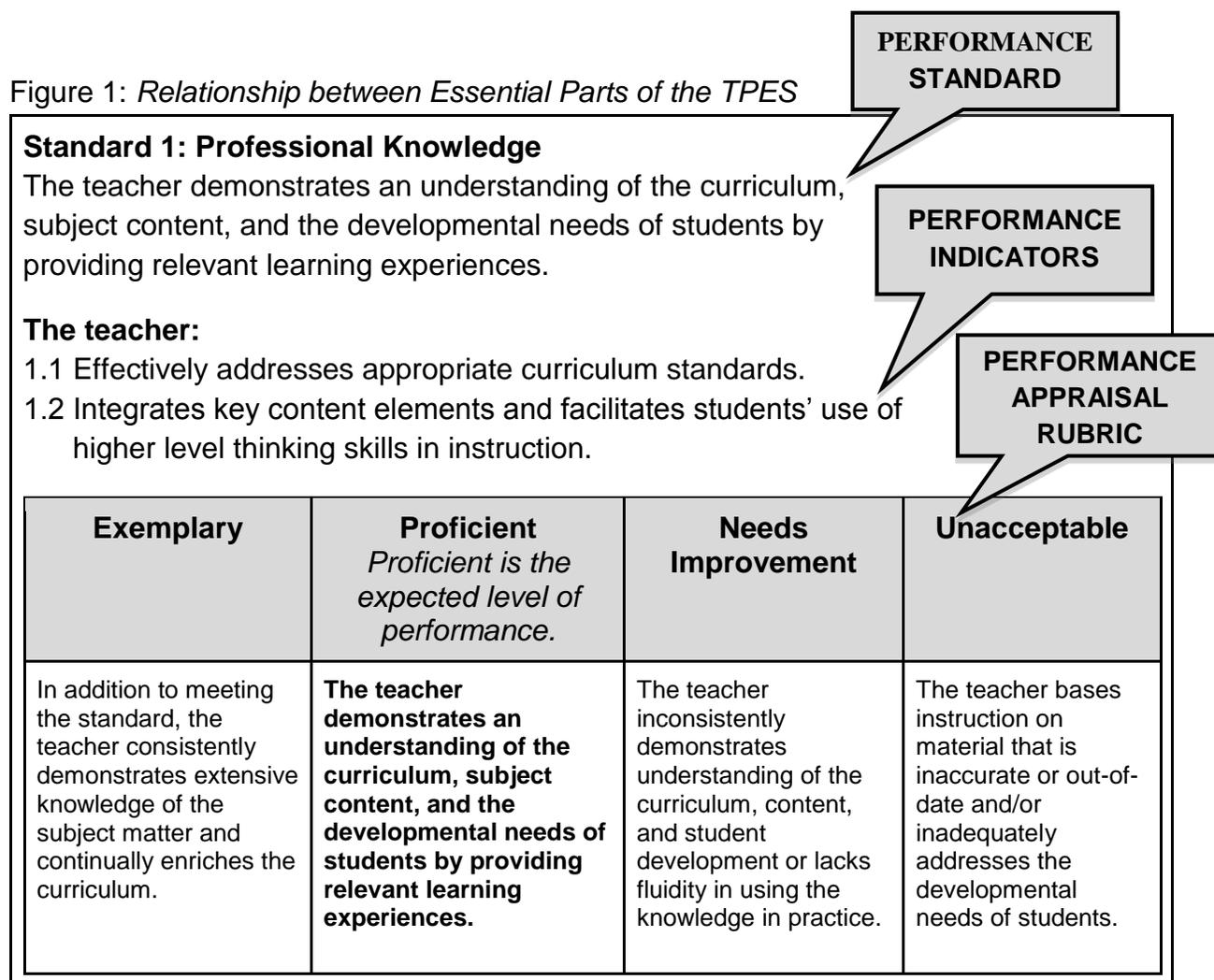
The distinguishing characteristics of the *TPES* are:

- a focus on the relationship between professional performance and improved student academic progress,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

Essential Components of the TPES

Clearly defined professional responsibilities for teachers constitute the foundation for the TPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TPES uses a two-tiered approach to define the expectations for teacher performance consisting of seven standards and multiple performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

Figure 1: Relationship between Essential Parts of the TPES



Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 2 shows the seven performance standards in the TPES that serve as the basis for the teachers' evaluation.

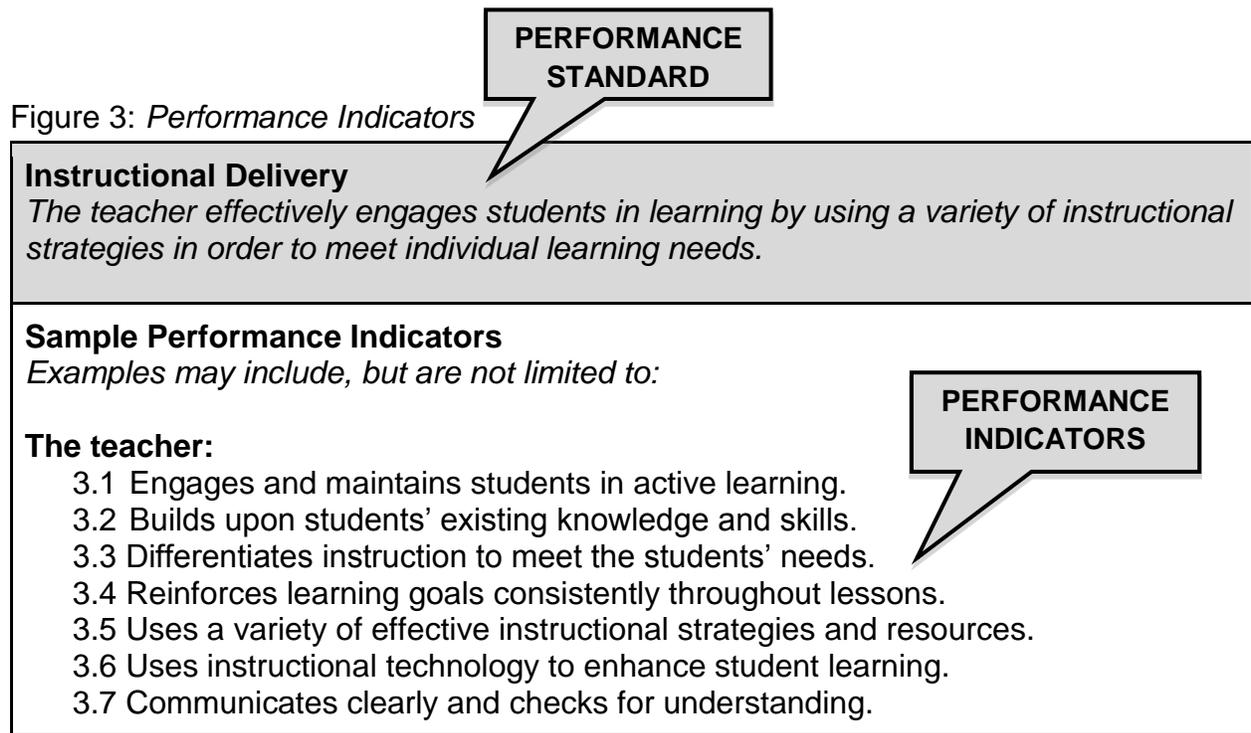
Figure 2: *Performance Standards*

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

Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard ([see Part II](#)). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Further, all teachers are not expected to demonstrate each performance indicator.

Using Standard 3 (Instructional Delivery) as an example, a set of teacher performance indicators is provided in Figure 3.



The performance indicators help teachers and their evaluators clarify job expectations. Not all performance indicators may be applicable to a particular work assignment. **Ratings are NOT made at the performance indicator level, but at the performance standard level.**

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the proficient level of the performance appraisal rubric is the actual performance standard, thus proficient is the expected level of performance.** Teachers who earn an exemplary rating must meet the requirements for the proficient level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. [Part II](#) includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Learning Environment).

Figure 4: Performance Appraisal Rubric for Standard 5 (Learning Environment)

Exemplary <i>In addition to meeting the requirements for Proficient.</i>	Proficient <i>Proficient is the expected level of performance.</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students' self-monitor behavior.	<i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

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

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that the TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals or supervisors, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 5 provide accurate feedback on teacher performance.

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Definition
Goal Setting for Student Progress	Teachers have a definite impact on student learning and performance through their various roles. Depending on the grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluations.
Observations	Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed throughout the year. Teachers employed under a continuing contract will be observed several times per year. Additional observations for any staff member will be at the building administrator's discretion. All observations will include a classroom observation to last the duration of the lesson and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Reflection on Teaching	A reflective summary, shared with the evaluator after the observation, documents teacher professional learning based on peer or self-observation.
Student Surveys	Teachers are required to survey their students (in grades 3 to 12 with K to 2 being optional). It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher, which can influence teacher strategies in several of the standards.

Goal Setting for Student Academic Progress

Teachers have a definite and powerful impact on student learning and academic performance. The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement; and assessing results at the end of the academic year. More specifically, the intent of student progress goal setting is to:

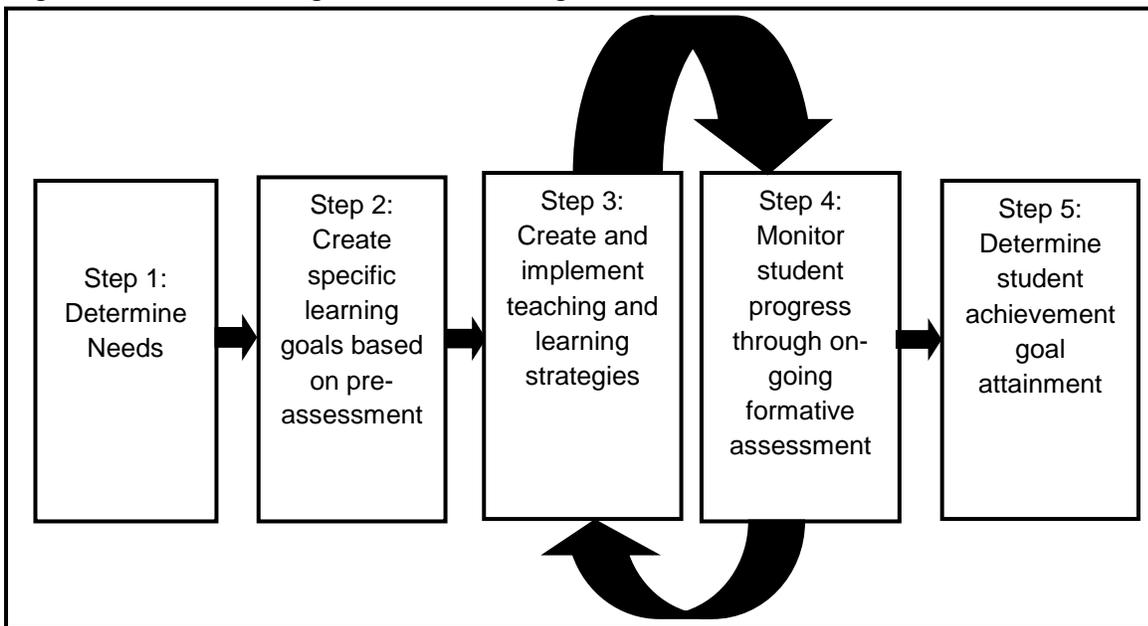
- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,
- focus attention on student results, and
- increase student progress.

Goal Setting Process

Student Learning Goals (SLG) are detailed, measurable goals for student learning and growth. They are based on student learning needs identified by a review of student skills while considering multiple measures of student performance data. SLG are aligned to the standards and clearly describe specific learning targets students are expected to meet.

Student progress goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher adjusts the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 6 depicts these steps.

Figure 6: *Student Progress Goal Setting Process*



Submission of the Goal Setting for Student Progress Form

Each teacher, using the results of an initial assessment, sets an annual goal for improving student progress. Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth.

Figure 7: Acronym for Developing Goals

Specific: The goal is focused, for example, by content area, by learners' needs.
Measurable: 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-limited: The goal is contained within a single school year.

Figure 8 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

Figure 8: Sample Goals

Sample Elementary Reading Goal:

By June 2018, all students will demonstrate growth in the area of reading accuracy as measured by spring PALS scores.

- Tier 3 - Students whose beginning level was "below benchmark" in the fall, will show growth to level ___ or above in the spring.
- Tier 2 - Students whose beginning level was "within benchmark" in the fall, will show growth to level ___ or above in the spring.
- Tier 1 - Students whose beginning level was "above benchmark" in the fall, will show growth to level ___ or above in the spring.

Sample Elementary Math Goal:

By June 2018, using common grade-level math assessments, all students will show growth in adding numbers fluently to 20.

- Tier 3 - Students scoring between ____ (lowest - up to 30%) accuracy will increase their accuracy to at least 65% or above.
- Tier 2 - Students scoring between (31-50%) accuracy will increase their accuracy to at least 81% or above
- Tier 1 - Students scoring between 50% (the highest scores) accuracy will increase their accuracy to at least 97% or above and will begin to work on multiplication facts through 12 and the corresponding division facts.

High School AP Biology Sample Goal:

By June 2018, all AP Biology students will demonstrate growth in designing and describing experiments and analyzing data and sources of error by improving at least one rank level from the AP Exam pre-assessment given in the fall to the official AP Biology exam given in the spring (e.g., a score of 3 on the AP Exam pre-assessment will improve to a score of 4 on the AP Exam).

High School English Sample Goal:

All 9th students will demonstrate growth in Reading Informational Text as measured by their performance on the Reading Common Assessment pretest and posttest by June 2015. Subgroup (A) Students who scored 59% or below on their pre-test will increase their score by at least 15% on the post-test. Subgroup (B) Students who scored 60 – 69% on their pre-test will increase their score by at least 10% on the post-test. Subgroup (C) Students who scored 70 -79% on their pre-test will increase their score by at least 7% on the post-test. Subgroup (D) Students who scored 80% or greater on their pre-test will increase their score by at least 5% on the post-test.

Middle School/High School Social Studies Goal:

During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by one level on the rating rubric. Furthermore, 80% of students will score “proficient” or above on their end-of-course assessment.

Middle School Health/Physical Education Goal:

During the school year, all sixth grade physical education students will improve their individual performance by 20% on each of the Presidential Fitness Test sub areas.

Middle School Teacher Self-Contained Student Identified with Disabilities Sample Goal:

During the 2017-2018 school year, each of my sixth-grade students will improve reading as measured by an online reading assessment. Those with baseline scores at third grade and below will improve at least 1.5 grade levels; those with baseline scores at fourth or fifth grade will improve at least 1.2 grade levels. (Note: Goals need to align with the Present Level of Performance within students’ Individual Education Plans.)

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator before the end of the first nine weeks. The [Goal Setting for Student Progress Form](#) may be used for developing and assessing the annual goal.

Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time. Appropriate measures of student learning gains differ substantially based on the learners’ grade level, content area, and ability level. The following measurement tools are appropriate for assessing student progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,
- school adopted interim/common/benchmark assessments,
- teacher developed tests when created with a group of content experts, and
- performance-based measures (e.g., learner portfolio, recitation, rubrics, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons. Examples of data sources for monitoring student progress can be found in Figure 9.

Figure 9: *Examples of Data Sources for Monitoring Student Progress*

<p><i>Criterion and/or Norm-Referenced Tests</i></p> <ul style="list-style-type: none"> ● Advanced Placement Tests ● Virginia Standards of Learning (SOL) ● Phonological Awareness Literacy Screening (PALS) ● Virginia Alternate Assessment Program (VAAP) ● Virginia Substitute Evaluation Program (VSEP) <p><i>Benchmark Tests</i></p> <ul style="list-style-type: none"> ● County Benchmark Tests based on the standards ● CTE Competencies <p><i>Teacher Assessments</i></p> <ul style="list-style-type: none"> ● Quizzes ● Tests ● Authentic assessments/portfolios/writing samples/running records ● Grade analysis by nine weeks/interim reports ● Semester/end-of-course examinations ● Pre-/post-testing ● NCS Mentor
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As part of the [Goal Setting for Student Progress Form](#), teachers must identify strategies by which to achieve the goal. Figure 10 provides examples of strategies teachers might select to help improve student learning.

Figure 10: *Examples of Strategies to Improve Student Learning*

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-teaching, collaborative teaching

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the evaluator's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format, that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 school days of the end of the first semester. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

The [Classroom Observation Form: Formal Observation](#) is used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Learning, Learning Environment, Professionalism, and Student Academic Progress. All formal observations will last a minimum of 30 minutes or the duration of the lesson and are to be followed by post-observation conferences within 10 working days.

Probationary teachers and continuing contract teachers in year three of their 3-year evaluation cycle will be observed formally and informally throughout the year. Two of the formal observations will occur prior to the end of the first semester and the third by the end of the third nine weeks. Teachers employed under a continuing contract in years one and two of their 3-year evaluation cycle will be observed formally one time and informally several times per year. Additional observations for any staff member will be at the building administrator's discretion. A [pre-conference](#) may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the [Classroom Observation Form: Formal Observation](#) and through a post-conference with the teacher. Another [Walk-through/Informal Classroom Visit](#) form may be used at the evaluator's discretion. For teachers who offer personalized learning experiences in their schools, a [Personalized Learning/Informal Interview/Classroom Visit](#) form may be used.

After each observation, one copy of the observation form will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards. ***There are specific items required in the Documentation Log (e.g., Cover Sheet, Goal Setting for Student Progress Form, Course syllabi (for high school credit courses), Reflection on Teaching Summary Form, Student Survey Summary Form, Classroom Rules/Discipline Plan, Professional Development Log, and Parent Communication Log).*** Other documents, however, may be included upon the evaluator's request and/or teacher choice if the teacher feels additional items would enhance his or her evaluation. These documents provide administrators with information they likely would not receive in an observation.

Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an administrator. **The emphasis is on the quality of work, not the quantity of materials presented.** Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

A [cover sheet](#) for items to include is presented in [Part III](#). The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Evaluators will review the Documentation Log annually, at a minimum. Teachers on continuing contract will maintain their Documentation Log for the duration of their evaluation cycle, so it is important that they label the school year during which various artifacts were collected.

An Electronic/Paper Documentation Log:

- Is one component of the multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation.
- Is a collection of artifacts that result from regular classroom instruction.
- May be kept in an electronic format (e.g., district’s performance evaluation system software).
- Must include the required documentation listed on the cover sheet.
- Is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly).
- Should be available for review at the administrator's request.
- Should be user-friendly (i.e., neat, organized).
- Remains in the teacher’s possession except when reviewed by the evaluator.
- Belongs to the employee.
- Will be checked at least one time per year with feedback provided.

Figure 11 shows examples of items that may be included in the Documentation Log.

Figure 11: *Sample Items in a Documentation Log*

Standards	Examples of Evidence
1. Professional Knowledge	<ul style="list-style-type: none"> ● Transcripts of coursework ● Professional development certificates ● Annotated list of instructional activities ● Lesson/intervention plan

	<ul style="list-style-type: none"> ● Journals/notes that represent reflective thinking and professional growth ● Samples of innovative approaches developed by teacher
2. Instructional Planning	<ul style="list-style-type: none"> ● Sample lesson or unit plan ● Course syllabus (Required for High School Credit Courses) ● Intervention/Remediation plan (e.g., 45 Day Intervention Plan) ● Substitute lesson plan ● Analysis of classroom assessment ● Data driven curriculum revision work ● Use of Google Classroom ● Use of Teacher Website
3. Instructional Delivery	<ul style="list-style-type: none"> ● Reflection on Teaching Summary Form (Required) ● Annotated photographs of class activities ● Handouts or sample work ● Video/audio samples of instructional units
4. Assessment of and for Student Learning	<ul style="list-style-type: none"> ● Samples of baseline and periodic assessments given ● Samples of both formative and summative assessment ● Running records ● Graphs or tables of student results ● Grading procedures ● Records within electronic curriculum mapping tool ● Brief report describing record keeping system and how it is used to monitor student progress ● Copy of scoring rubrics ● Photographs or photocopies of student work with written comments ● Samples of educational reports, progress reports or letters prepared for parents or students ● Copy of disaggregated analysis of student progress scores on standardized test ● Copy of students' journals of self-reflection and self-monitoring
5. Learning Environment	<ul style="list-style-type: none"> ● Student Survey Summary Form (Required) ● List of classroom rules with explanation of the procedures used to develop and teach them (i.e. classroom rules/discipline plan) (Required) ● Schedule of daily classroom routines ● Explanation of behavior management philosophy and procedures

<p>6. Professionalism</p>	<ul style="list-style-type: none"> ● Professional Development Log (Required) <ul style="list-style-type: none"> ○ Conferences and Workshops ○ Electronic Registrar Online (ERO) Courses, ○ Classes ● Parent Communication Log (Required) ● Evidence of communication with students, families, colleagues, and community (e.g., newsletter) ● Record of participation in extracurricular activities and events ● Examples of collaborative work with peers ● Grants received ● Community work ● Submission of Innovative Plans to Personalized Learning Website
<p>7. Student Academic Progress</p>	<ul style="list-style-type: none"> ● Goal Setting for Student Progress Form (Required)

Reflection on Teaching

Reflection is a process by which one may judge the effectiveness and adequacy of his/her performance, effects, knowledge, and beliefs for the purpose of self-improvement. By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually make the improvements increases dramatically.

By February 15 of each year, teachers will be observed by a peer or watch a video-recorded lesson of themselves teaching. The teacher may select the observation tool. Forms might include, but are not limited to, the Bedford County Public Schools Classroom Observation Form, the math process skills checklist, National Board forms, or the Santa Cruz New Teacher Project forms. Based on the data collected through the observation tool, the teacher will then complete the [Reflection on Teaching Summary Form](#) and include it in their Documentation Log under Professionalism. A [Reflection on Teaching Summary Form for Personalized Learning Instruction](#) is also provided for teachers who teach in a personalized learning instructional environment.

Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information to the teacher that may not be accurately obtained in observations.

Several versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-12 administer the surveys to at least two classes. Student surveys in grades K-2 are optional. Teachers may or customize the surveys with the evaluator’s approval.

The teacher retains sole access to the results of the student surveys. The teacher will only include a [summary of the survey data](#) in the Documentation Log.

Alignment of Performance Standard with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 12 shows the alignment of performance standard by data source.

Figure 12: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Goal Setting for Student Progress	Observations	Documentation Log	Reflection on Teaching	*Student Surveys
Professional Knowledge	/	X	/	X	/
Instructional Planning	/	X	X	X	/
Instructional Delivery	/	X	/	X	/
Assessment of and for Student Learning	/	/	X	/	
Learning Environment		X	/	X	/
Professionalism		/	X	/	/
Student Academic Progress	X				/
X Indicates a Strong Relationship / Indicates a Relationship *Student Surveys in Grades K-2 are Optional					

RATING TEACHER PERFORMANCE

The role of a teacher requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of teachers. While the evaluator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables evaluators to acknowledge effective performance (i.e., exemplary and proficient) and provides two levels of feedback for evaluators not meeting expectations (i.e., *needs improvement* and *unacceptable*). The definitions in Figure 13 offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. Teachers are expected to perform at the *proficient* level.

Figure 13: *Rating Levels*

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> • Sustains high performance over a period time • Consistently exhibits behaviors that have a strong positive impact on learners and the school climate • Serves as a role model to others
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: <ul style="list-style-type: none"> • Meets the requirements contained in the job description as expressed in the evaluation criteria • Exhibits behaviors that have a positive impact on learners and the school

		climate <ul style="list-style-type: none"> • Demonstrates willingness to learn and apply new skills
Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: <ul style="list-style-type: none"> • Requires support in meeting the standards • Results in less than quality work performance • Leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: <ul style="list-style-type: none"> • Does not meet the requirements contained in the job description as expressed in the evaluation criteria • May result in the employee not being recommended for continued employment

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Teachers will be rated on all seven performance standards using a performance appraisal rubric. As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *proficient* level.

Evaluators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through goal setting, observations, the Documentation Log and other relevant sources, including evidence the teacher offers, the evaluator rates a teacher's performance for the summative evaluation. Therefore, the summative evaluation will represent where the "*preponderance of evidence*" exists, based on various data sources. The evaluator records the ratings and comments on the *Teacher Summative Performance Report*. The results of the evaluation are discussed with the teacher at a summative evaluation conference. The evaluator submits the signed *Teacher Performance Summative Report*

to the Human Resource Department within 10 calendar days of completing the summative conference.

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all probationary and continuing contract teachers in year three. Goal Setting for Student Progress, observations, peer/self-observations, and student surveys, are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Documentation Logs are considered to be a work in progress and are ongoing for all teachers. Continuing contract teachers in years one and two of their cycle receive a minimum of one formal observation each year. Probationary teachers and continuing contract teachers in year three of their 3-year cycle receive a minimum of three formal observations.

If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities. Figure 14 details the evaluation schedules for all components of the evaluation system.

Documentation Records

Both the teacher and the principal/evaluator maintain documentation records for the entire evaluation period. If the teacher transfers among Bedford County Public Schools, the documentation may be forwarded to the receiving school’s site administrator. At the end of an evaluation cycle, the evaluator retains copies of the Goal Setting for Student Progress Form, Documentation Log Cover Sheet, Observation Form(s), and Summative Evaluation Form at the school/worksite.

Figure 14: *TPES Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1st Month (1st 5 Weeks)	Establish student progress goal (all teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
Before the End of the	Observation of probationary teachers	<i>Observation Form</i>	✓	

1st Quarter	and continuing contract teachers in year three of their 3-year cycle			
Before the End of the 2nd Quarter	Observation of probationary teachers and continuing contract teachers in year three of their 3-year cycle	Observation Form	✓	
Before the End of the 1st Semester	Summary of Student Survey Feedback (all teachers)	<i>Student Survey Summary Form</i>		✓
Mid-year	Mid-year review of student progress goal (all teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
During the 2nd Semester	Observation of probationary teachers and continuing contract teachers in year three of their 3-year cycle	<i>Observation Form</i>	✓	
Prior to the End of the Third Nine Weeks	Continuing contract teachers in years one and two	<i>Observation Form</i>	✓	
Prior to February 15	Peer/Self Observation (all teachers)	<i>Reflection on Teaching Summary Form</i>		✓
As determined by the evaluator	Submission of end-of-year review of student progress goal (all teachers)	<i>Goal Setting for Student Progress Form</i>	✓	✓
During the Fourth Nine Weeks and Before the Last Week of School	Review Documentation Log (all teachers)	<i>Documentation Log</i>	✓	✓
	Summative evaluation (probationary teachers and continuing contract teachers in year three of their 3-year cycle)	<i>Teacher Summative Evaluation Form</i>	✓	

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in the Teacher Performance Evaluation System that may be used at the discretion of the evaluator. The first is the Support Dialogue, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the [Performance Improvement Plan](#), which has a more formal structure and is used for notifying a teacher of “*unacceptable*” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 15 shows the differences between the two processes.

Figure 15: *Tools to Increase Professional Performance*

	<i>Support Dialogue</i>	<i>Performance Improvement Plan</i>
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is unacceptable.
Initiates Process	Evaluator, administrator, or teacher	Evaluator*
Documentation	Form provided: None Memo or other record of the discussion/other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i> Building/Worksite Level Human Resource Department is notified
Outcomes	Performance improves to proficient - no more support Some progress - continued support Little or no progress - the	Sufficient improvement - recommendation to continue employment Inadequate improvement - recommendation to non-renew or dismiss the employee

	employee may be moved to a Performance Improvement Plan.	
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*The evaluator for teachers may be the principal or other district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher’s growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher’s practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for conversations with the teacher are shown in Figure 16.

Figure 16: *Sample Prompts*

<p>Sample Prompts for the Initial Conversation</p> <p>What challenges have you encountered in addressing _____ (tell specific concern)?</p> <p>What have you tried to address the concern of _____ (tell specific concern)?</p> <p>What support can I or others at the school/worksite provide to you?</p>

Sample Prompts for Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone well?

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan*.

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* will be required if any of the following ratings is given on a *Teacher Summative Performance Evaluation Report*:

- a rating of *needs improvement* on two or more performance standards,
- a rating of *needs improvement* on Standard 7: Student Academic Progress, or
- a rating of *unacceptable* on one or more performance standards.

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

- Provide written notification to the teacher of the areas of concern that need to be addressed, and
- Formulate a *Performance Improvement Plan* with the teacher, and
- Review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan*.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan*.
- Little or no improvement has been achieved; the teacher is recommended for non-renewal/dismissal.

When a teacher is rated *unacceptable*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated unacceptable a second time, the teacher will be recommended for dismissal.

When a veteran/long-term teacher is rated unacceptable, a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

Request for Review of an Unacceptable Rating

The teacher may request a review of the evidence in relation to an *unacceptable* rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

Bedford County Public Schools Regulation GCNO

Teachers are asked to review the Bedford County Public Schools regulation, GCNO Employee Performance Evaluation and Improvement Plan, for additional Performance Improvement Plan information.

PART II: PERFORMANCE STANDARDS AND INDICATORS

Teachers are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Professional Knowledge

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

matter and continually enriches the curriculum.	relevant learning experiences.	using the knowledge in practice.	
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Performance Standard 2: Instructional

The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.

Performance Standard 3: Instructional Delivery

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

Performance Standard 4: Assessment of and for Student Learning

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

students how to monitor their own academic progress.	throughout the school year.		
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Performance Standard 5: Learning Environment

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

disruptions within an environment in which students self-monitor behavior.			
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Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher	The teacher maintains a commitment to professional	The teacher inconsistently practices or attends professional growth	The teacher demonstrates inflexibility, a reluctance and/or

continually engages in high level personal/ professional growth and application of skills, and contributes to the development of others and the well-being of the school.	ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	opportunities with occasional application in the classroom.	disregard toward school policy, and rarely takes advantage of professional growth opportunities.
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Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

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

Exemplary	Proficient Proficient is the expected level of performance	Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of	The work of the teacher results in acceptable, measurable, and appropriate student academic	The work of the teacher results in student academic progress that does not meet the established	The work of the teacher does not achieve acceptable student academic progress.

student achievement with all populations of learners.	progress.	standard and/or is not achieved with all populations taught by the teacher.	
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PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Goal Setting for Student Progress Form*, *Teacher Documentation Log Cover Sheet*, *Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

Figure 17: *Forms and Logs*

Form		Documentation Completed by	
		Evaluator	Teacher
Goal Setting	Goal Setting for Student Progress Form	✓	✓
Observation	Pre-Observation Conference Record	✓	
	Observation Forms Formal Observation Personalized Learning/Informal Walk-through/Informal Classroom Visits	✓	
Documentation Log	Documentation Log Cover Sheet		✓
	Parent Communication Log		✓
	Professional Development Log		✓
Reflection	Reflection of Teaching Summary Reflection on Teaching Summary Form for Personalized Learning Instruction		✓
	Student Surveys Grade K-2 Sample Optional Student		

Surveys	Survey Grade 3-5 Student Survey Grade 6-8 Student Survey Grade 9-12 Student Survey		✓
	Survey Summary Form		✓
Reports	Teacher Summative Performance Report	✓	
Plans	Performance Improvement Plan Form	✓	

Bedford County Public Schools
Goal Setting for Student Progress Form

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

Teacher's Name: _____

Subject/Grade _____

School Year: _____

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

Teacher's Signature: _____ **Date:** _____
Evaluator's Signature: _____ **Date:** _____

VI. Mid-Year Review (Describe goal progress and other relevant data)

Data Attached: _____ **Yes** _____ **No**
Initials: _____ **Teacher** _____ **Evaluator**

Teacher's Signature: _____ **Date:** _____
Evaluator's Signature: _____ **Date:** _____

VII. End-of-Year Review (Describe strategies used and data provided that demonstrate appropriate Student Growth)

Data Attached: _____ **Yes** _____ **No**
Initials: _____ **Teacher** _____ **Evaluator**

Teacher's Signature: _____ **Date:** _____
Evaluator's Signature: _____ **Date:** _____

Bedford County Public Schools
Pre-Observation Conference Record

Teacher: _____ **School:** _____
Grade/Subject: _____ **School Year:** _____
Conference Date: _____ **Evaluator:** _____

Inquires	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none"> • What have/will you have done instructionally with students in the days prior to the observation? 	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern?	

**A pre-conference may be conducted at the request of the teacher or the administrator.*

**Bedford County Public Schools
Classroom Observation Form: Formal Observation**

Teacher: _____ **School:** _____ **Grade/Subject:** _____
Observer: _____ **Date:** _____ **Time:** _____

<p>Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>	
Sample Indicators:	Notes/Comments/Specific Examples:
<ul style="list-style-type: none"> • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject matter. • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Other <i>(If used, please specify prior to observation)</i> 	

Standard 2: Instructional Planning

The teacher plans using state or other appropriate standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Indicators:

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans, and adapts plans when needed.
- Uses appropriate content resources, including digital information.
- Other *(If used, please specify prior to observation)*

Notes/Comments/Specific Examples:**Standard 3: Instructional Delivery**

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

Sample Indicators:

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology, including online course management when appropriate.
- Communicates clearly and checks for understanding.

Notes/Comments/Specific Examples:

- Other (If used, please specify prior to observation)

Standard 4: Assessment for and of Student Learning

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

**Note: Principals are to conference with teachers and gather their input to complete sections four, six, and seven of the observation form.*

Sample Indicators:

Notes/Comments/Specific Examples:

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

Standard 5: Learning Environment

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

Sample Indicators:

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

Notes/Comments/Specific Examples:

Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. **Note: Principals are to conference with teachers and gather their input to complete sections four, six, and seven of the observation form.*

Sample Indicators:

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

Notes/Comments/Specific Examples:

Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

**Note: Principals are to conference with teachers and gather their input to complete sections four, six, and seven of the observation form.*

Sample Indicators:

- Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides intervention strategies to help students reach learning targets.
- Provides evidence that achievement goals have been met, including the state-provided growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.
- Other *(If used, please specify prior to observation)*

Notes/Comments/Specific Examples:

Summary Section Commendations/Next Steps/Action Steps		
Commendations Something positive seen during an observation that distinguishes the teacher.	Next Steps Suggestion made for a teacher to add something to, or try something in, an already good lesson.	Action Steps Specific actions that must be taken by a teacher following an observation where concerns were noted.

I acknowledge that I have seen this observation and discussed it with the observer. I understand that my signature does not necessarily mean that I agree with this observation and that I may submit a statement in writing to accompany this form within ten (10) calendar days from the date given this observation form.

Teacher: _____

Observer: _____

Date Given: _____

Date Signed: _____

**Bedford County Public Schools
Classroom Informal Observation Form 1:
Personalized Learning/Informal Interview/Observation Form**

Facilitator: _____ **Interviewer/Observer:** _____
School: _____ **Interview/Observation Date(s):** _____

Pre-Observation/Interview Background Information:

Data Driven Decisions		
<i>Frequent data collection informs instructional decisions and groupings.</i>		
Notes/Comments/Specific Examples from Interview/Observation:		
Getting Started	Developing	Going Deep
<ul style="list-style-type: none"> • The facilitator reviews learners' data from online sources such as digital tools and apps in addition to offline data. • The facilitator can identify the most important sources of data for learner mastery. • The facilitator meets with colleagues to review learner data. • The facilitator uses formative assessments to check for student understanding. 	<ul style="list-style-type: none"> • The facilitator uses data from multiple sources (both online and offline) to inform instructional decisions. • The facilitator shares data with learners on a periodic basis; learners review their data individually. • The facilitator meets frequently with colleagues to discuss and review learner data. • The facilitator uses formative assessments and benchmarks to inform instructional decisions. 	<ul style="list-style-type: none"> • The facilitator consistently uses data from multiple sources (both online and offline) to inform instructional decisions for individual learners. • Data teams meet regularly to analyze learner data and to make decisions about the individual needs of learners. • The facilitator uses data to provide immediate feedback to learners; teacher and learners consistently review data together to identify needs and the facilitator adjusts instruction accordingly. • The facilitator uses formative assessments on a daily basis to inform instruction.

Targeted Instruction

Instruction aligns to specific student needs and learning goals.

Notes/Comments/Specific Examples from Interview/Observation:

Getting Started	Developing	Going Deep
<ul style="list-style-type: none">• The facilitator reviews learner data to identify instructional needs of students.• The facilitator groups learners in homogenous or heterogeneous formats based on skill-level.• The facilitator modifies delivery of instruction for each group of learners based on learner need.	<ul style="list-style-type: none">• Data is used to create learner groups based on learner interest, need, or skill-level; learner groups are changed with some frequency.• The facilitator consistently modifies delivery of instruction for each group of learners based on learner need.	<ul style="list-style-type: none">• Data is used as an integral part of daily instruction to meet learner needs.• The facilitator consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.)• The facilitator consistently delivers targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)

Integrated Digital Content

Digital content allows for a personalized path and pace.

Notes/Comments/Specific Examples from Interview/Observation:

Getting Started	Developing	Going Deep
<ul style="list-style-type: none">• The facilitator establishes a routine for learners to use digital tools.• The facilitator reviews learner data stemming from digital tools.• Learners are able to trouble shoot basic technology issues that arise.• With the resources provided by the district, the facilitator has provided to each learner adequate access to a device and digital tools.	<ul style="list-style-type: none">• The facilitator establishes a consistent routine for learners to use digital tools.• The facilitator assigns learners to use specific tools or modules based on student need.• The facilitator uses learner data to inform and modify classroom instruction.• The facilitator aligns the use of online and offline curriculum to provide an integrated experience for learners.	<ul style="list-style-type: none">• The use of digital tools has become an integral part of instruction to boost learner growth in various ways (e.g., remediation, practice, introduction to new material, acceleration, etc.)• The facilitator relies on data stemming from digital tools to inform classroom instruction and to provide frequent feedback to learners.• The learner understands the role of digital content and knows the proper type of digital content to use to meet individual needs.

Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning.

Notes/Comments/Specific Examples from Interview/Observation:

Getting Started	Developing	Going Deep
<ul style="list-style-type: none">• The facilitator provides learners with foundational knowledge on the process of reflection.• Learners use a tracker to monitor their own data and use simple means to reflect on their learning.• The facilitator meets with learners individually to listen and develop relationships with learners.• The facilitator provides learners with some form of choice in assignments.	<ul style="list-style-type: none">• The facilitator supports learners in setting their own simple learning goals.• The facilitator provides learners with choice in prioritization of tasks or path to complete assignments.• Learners monitor their own data and reflect on their learning in a variety of ways (e.g., journal, blog, share with a partner, etc.).	<ul style="list-style-type: none">• Learners continuously reflect on their own data and academic performance to boost growth.• Learners consistently set, track, and evaluate their own learning goals; learner goals direct learner activities.• The facilitator meets with learners on a frequent basis to provide mentorship and support.

Summary Section		
Commendations/Next Steps/Action Steps		
Commendations Something positive seen/heard during an interview/observation that distinguishes the facilitator.	Next Steps Suggestion made for a facilitator to add something to, or try something in, an already good lesson.	Action Steps Specific actions that must be taken by a facilitator following an observation where concerns were noted.

I acknowledge that I have seen this observation and discussed it with the observer. I understand that my signature does not necessarily mean that I agree with this observation and that I may submit a statement in writing to accompany this form within ten (10) calendar days from the date given this observation form.

Facilitator: _____ **Interviewer/Observer:** _____
Date Given: _____ **Date Signed:** _____

*Johns, S. The core four of personalized learning: The elements you need to succeed. Education Elements, pages 1-22.
Retrieved from: https://www.edelements.com/hubfs/Core_Four/Education_Elements_Core_Four_White_Paper.pdf*

Bedford County Public Schools
Classroom Informal Observation Form 2:
Walk-through/Informal Classroom Visit

Directions: Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ **Date Observed:** _____
Observer's Name: _____ **Grade/Subject:** _____

<p>1. PROFESSIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● Addresses appropriate curriculum standards ● Integrates key content elements and facilitates students' use of higher level thinking skills ● Demonstrates ability to link present content with past and future learning ● Demonstrates an accurate knowledge of the subject area(s) taught ● Demonstrates skills relevant to the subject area(s) taught ● Bases instruction on goals that reflect high expectations ● Demonstrates an understanding of the knowledge of development ● Communicates clearly 	<p>Specific Examples:</p>
<p>2. INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> ● Uses student learning data to guide planning ● Plans time for realistic pacing ● Plans for differentiated instruction ● Aligns lesson objectives to curriculum and student needs ● Develops appropriate long-and short-range plans and adapts plans 	<p>Specific Examples:</p>
<p>3. INSTRUCTIONAL DELIVERY</p> <ul style="list-style-type: none"> ● Engages students ● Builds on prior knowledge ● Differentiates instruction ● Reinforces learning goals ● Uses a variety of strategies/resources ● Uses instructional technology ● Communicates clearly 	<p>Specific Examples:</p>
<p>4. ASSESSMENT OF AND FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> ● Uses pre-assessment data ● Involves students in setting learning goals ● Uses valid, appropriate assessments 	<p>Specific Examples:</p>

<ul style="list-style-type: none"> • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback 	
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<p>5. LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption • Establishes a climate of trust/teamwork • Promotes cultural sensitivity/respects diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups 	<p>Specific Examples:</p>
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<p>6. PROFESSIONALISM</p> <ul style="list-style-type: none"> • Collaborates/communicates effectively • Adheres to laws/policies/ethics • Incorporates professional development learning • Incorporates learning from professional growth activities • Sets goals for improvement • Activities outside classroom • Builds positive relationship with parents • Contributes to professional learning community • Demonstrates mastery of standard oral and written English 	<p>Specific Examples:</p>
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<p>7. STUDENT ACADEMIC PROGRESS</p> <ul style="list-style-type: none"> • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Develops interim learning targets 	<p>Specific Examples:</p>
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Notes/Comments/Specific Examples:

Teacher's Signature:

Date:

Observer's Signature:

Date:

Bedford County Public Schools
Documentation Log Cover Sheet

Teacher: _____ School Year: _____

Standards & Examples of Evidence	Evidence Included
<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> ● Transcripts of coursework ● Professional Development certificates ● Annotated list of instructional activities ● Lesson/intervention plan ● Journals/notes that represent reflective thinking and professional growth ● Samples of innovative approaches developed by teacher 	
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> ● (Required) Evidence of using data about student learning to guide planning and instruction ● Differentiation in lesson planning and practice ● Analysis of classroom assessment ● Data driven curriculum revision work <p>Examples:</p> <ul style="list-style-type: none"> ○ Sample lesson or unit plan ○ Course syllabus ○ Intervention plan ○ Substitute lesson plan ○ Annotated learning objectives 	
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> ● Annotated photographs of class activities ● Handouts or sample work ● Video/audio samples of instructional units 	
<p>4. Assessment of and for Student Learning</p> <ul style="list-style-type: none"> ● (Required) Samples of baseline and periodic assessments given ● Samples of both formative and summative assessment ● Graphs or tables of student results ● Records within electronic curriculum mapping tool <ul style="list-style-type: none"> ○ Brief report describing your record keeping system and how it is used to monitor student progress ○ Copy of scoring rubrics ○ Photographs or photocopies of student work with written 	

<ul style="list-style-type: none"> ○ comments ○ Samples of educational reports, progress reports or letters prepared for parents or students ○ Copy of disaggregated analysis of student achievement scores on standardized test ○ Copy of students' journals of self-reflection and self-monitoring 	
<p>5. Learning Environment</p> <ul style="list-style-type: none"> ● Student survey summary information ● List of classroom rules with brief explanation of the procedures used to develop and reinforce them ● Schedule of daily classroom routines ● Explanation of behavior management philosophy and procedures 	
<p>6. Professionalism</p> <ul style="list-style-type: none"> ● (Required) Professional Development License Renewal Information ● (Required) Record of Parent Communication Log ● Record of participation in extracurricular activities and events ● Record of professional development taken or given ● Examples of collaborative work with peers ● Evidence of communication with students, families, colleagues and community <p>Examples:</p> <ul style="list-style-type: none"> ○ Copy of classroom newsletter or other parent information documents ○ Sample copy of interim reports 	
<p>7. Student Academic Progress</p> <ul style="list-style-type: none"> ● (Required) Student Achievement Goal Setting for Student Progress Document <ul style="list-style-type: none"> ○ Revised at midterm and end of year 	

Bedford County Public Schools
Reflection on Teaching Summary Form

*You may include a copy of the Self-Reflection of Teaching Summary Sheet
in the Professionalism section of the Documentation Log.
To be completed by February 15.*

Teacher: _____

School Year: _____

1. Did a peer observe you teach the lesson or did you record yourself teaching a lesson and watch the recording? Underline the process you used.
 - Peer Observation
 - Recorded Self-Observation

2. Provide a description of the lesson.
 - a. What was the objective of the lesson?
 - b. Was this a whole group, small group, one-on-one, or combination lesson? If combination, please describe.
 - c. What activities were a part of the lesson?
 - d. What technology did you and your students use during the lesson?
 - e. What formative assessment was a part of the lesson?

3. How did the students perform?

4. Did the students struggle with a particular part of the lesson?

5. Describe how you will use what you learned from this process to improve learning.

Bedford County Public Schools
**Reflection on Teaching Summary Form for
Personalized Learning Instruction**

*You may include a copy of the Self-Reflection of Teaching Summary Sheet
in the Professionalism section of the Documentation Log.*

To be completed by February 15.

Teacher: _____

School Year: _____

Did a peer observe you teach the lesson or did you record yourself teaching a lesson and watch the recording? Underline the process you used.

- Peer Observation
- Recorded Self-Observation

Choose seven questions from the list below to help guide your further reflection.

1. Describe how learning was personalized and provide examples.
2. Which instructional strategies were most effective in helping learners progress?
3. Describe to what extent learners were engaged in learning and provide examples.
4. What are some examples of how personalized learning standards were supported and/or enhanced?
5. How were learners supported in taking responsibility for their own learning?
6. What learning occurred because of the personalized learning experience?
7. How did students perform following personalized instruction?
8. What information does this reveal about the students' learning and growth?
9. What changes would you recommend if using this lesson again?
10. How might this personalized learning experience affect future lessons for you or other facilitators?

Bedford County Public Schools
Parent Communication Log

Teacher: _____ School Year: _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

Bedford County Public Schools
Professional Development Log

Teacher: _____ School Year: _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____
			__ Grade __ Certificate __ Other _____

Bedford County Public Schools
Grade K- 2 Sample Optional Student Survey

Teacher: _____ **School Year:** _____

Directions:

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

	Yes	Sometimes	No
1. My teacher knows a lot about what she is teaching.			
2. My teacher is ready to teach every day.			
3. My teacher makes learning interesting.			
4. My teacher explains things so I understand.			
5. My teacher uses different ways to help me learn.			
6. My teacher helps me when learning is hard.			

7. I can do the work my teacher gives me.			
8. My teacher knows what I'm good at.			
9. My teacher lets my parents know how I am doing in school.			
10. I can ask and answer questions in my class			
11. I know what the rules are in my class.			
12. I am happy when I am in class.			
13. I learn new things in my class.			
14. My teacher is eager to learn new things.			
15. My teacher listens to me.			

Bedford County Public Schools
Grade 3 - 5 Student Survey

Teacher: _____ **School Year:** _____

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY.

Follow along as your teacher reads the statements.

Respond to the statements by placing a checkmark (✓) beneath the response that best describes how you feel about the statement.

Questions	Yes	Sometimes	No
1. My teacher knows a lot about what is taught.			
2. My teacher is prepared and ready for teaching every day.			
3. My teacher explains things so I understand.			
4. My teacher makes class interesting and challenging.			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
7. My teacher allows me to show my learning in a variety of ways.			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.			

Questions	Yes	Sometimes	No
10. My teacher makes it okay for me to ask questions when I don't understand something.			
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			
13. I learn new things in my class.			
14. My teacher is enthusiastic and eager to learn.			
15. My teacher listens to me.			

**Extra questions can be added by the teacher.*

Bedford County Public Schools
Grade 6 - 8 Student Survey

Teacher: _____ **School Year:** _____

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY. The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved. Write your teacher's name and school year in the space provided. Listed below are several statements about this class.

Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher knows a lot about what is taught.					
2. My teacher uses a variety of teaching practices during class.					
3. My teacher prepares materials in advance and has them ready to use.					
4. My teacher plans activities that help me learn.					
5. My teacher explains things so I understand.					
6. My teacher makes class interesting and challenging.					
7. My teacher uses different ways to teach and help me learn.					
8. My teacher gives me help when I need it.					
9. I am able to do the work my teacher gives me.					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
10. My teacher allows me to demonstrate my learning in a variety of ways.					
11. My teacher lets my parents know how I am doing in school.					
12. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.					
13. My teacher makes it okay for me to ask questions when I don't understand something.					
14. My teacher shows respect to all students.					
15. My teacher handles classroom disruptions well.					
16. I learn new things in my class.					
17. My teacher sets high learning standards for the class.					
18. My teacher is enthusiastic and eager to learn himself/herself.					
19. My teacher gives clear instructions.					
20. My teacher listens to me.					

**Extra questions can be added by the teacher.*

Bedford County Public Schools
Grade 9 - 12 Student Survey

Teacher: _____ **School Year:** _____ **Class Block:** _____

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY. The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved. Write your teacher's name and school year in the space provided. Listed below are several statements about this class.

Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher has deep knowledge about the subject he/she teaches.					
2. My teacher uses a variety of teaching strategies during class.					
3. My teacher creates well-organized and well-developed lessons.					
4. My teacher's lessons have clear and appropriate learning objectives for the subject area taught.					
5. My teacher uses a variety of activities and methods to engage me.					
6. My teacher makes class interesting and challenging.					
7. My teacher recognizes us as individual learners with varying learning backgrounds, abilities, needs and preferences.					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
8. My teacher modifies his/her teaching approaches when I don't understand.					
9. My teacher allows me to demonstrate my learning in a variety of ways.					
10. My teacher uses a variety of assessments to determine what I have learned.					
11. My teacher uses assessment results to identify my strengths and the areas in which I need help.					
12. My teacher shares feedback about my learning progress with me and my parents.					
13. My teacher shows respect to all students.					
14. My teacher communicates and maintains classroom rules, routines, and procedures.					
15. My teacher makes the learning experience challenging but rewarding.					
16. My teacher sets high learning standards for the class.					
17. My teacher is enthusiastic and eager to improve teaching practice.					
18. My teacher is passionate about teaching and has a commitment for student learning.					

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
19. My teacher is approachable and listens to me.					
20. My teacher contacts my parents to involve them in my learning.					

**Extra questions can be added by the teacher.*

Comments:

Bedford County Public Schools
Student Survey Summary Form

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

Teacher: _____ **School Year:** _____
Grade: _____ **Date:** _____

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

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for learners).

5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

6. Analyze survey responses and answer the following questions:
 - Areas of strength?
 - Areas of change/improvement?
 - How can you use the survey information to improve learner instruction?

Bedford County Public Schools
Teacher Summative Performance Report

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.

Teacher: _____	School: _____
Grade/Subject: _____	School Year: _____
Contract Status: _____	Evaluator: _____

Mark Documentation Reviewed: _____	Goal Setting Form(s) _____	Observation Form(s) _____
	Documentation Log _____	Other _____

Performance Standard 1: Professional Knowledge

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<i>Mark rating in the shaded box above with an X.</i>			
Notes/Comments/Specific Examples:			

Performance Standard 2: Instructional Planning

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
<i>Mark rating in the shaded box above with an X.</i>			
Notes/Comments/Specific Examples:			

Performance Standard 3: Instructional Delivery

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<i>Mark rating in the shaded box above with an X.</i>			
Notes/Comments/Specific Examples:			

Performance Standard 4: Assessment of and for Student Learning

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<i>Mark rating in the shaded box above with an X.</i>			
Notes/Comments/Specific Examples:			

Performance Standard 5: Learning Environment

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<i>Mark rating in the shaded box above with an X.</i>			

Notes/Comments/Specific Examples:

Performance Standard 6: Professionalism

Exemplary <i>In addition to meeting the standard.</i>	Proficient <i>Proficient is the expected level of performance</i>	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

Mark rating in the shaded box above with an X.

Notes/Comments/Specific Examples:

Performance Standard 7: Academic Student Progress

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

Mark rating in the shaded box above with an X.

Notes/Comments/Specific Examples:

Overall Evaluation Summary Criteria

_____ Met, recommended for re-employment

_____ Not met due to:

_____ A rating of needs improvement on two or more performance standards

_____ A rating of unacceptable on one or more performance standards

_____ A needs Improvement rating in Standard 7, Academic Student Progress

_____ Recommended for:

_____ Re-employment and placement on a *Performance Improvement Plan*

_____ Dismissal/Non-renewal

Mark rating in the blanks above with an X

A Performance Improvement Plan will be required if any of the following ratings is given:

- a rating of needs improvement on two or more performance standards,
- a rating of needs improvement on Standard 7: Student Academic Progress, or
- a rating of unacceptable on one or more performance standards.

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Teacher's Name:

Teacher's Signature:

Date:

Observer's Name:

Observer's Signature:

Date:

Bedford County Public Schools
Performance Improvement Plan Form

Teacher: _____ School: _____
 Grade/Subject: _____ School Year: _____

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

The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Evaluator's Signature/Date Initiated _____ Teacher's Signature/Date Initiated _____

Results of Performance Improvement Plan:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Notes/Comments/Specific Examples:	Review Dates

Final recommendation based on outcome of Improvement Plan:

	<i>Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan.</i>
	<i>Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan.</i>
	<i>Little or no improvement has been achieved; the teacher is recommended for non-renewal/dismissal.</i>

Mark recommendation in the shaded box above.

The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Evaluator's Signature/Date Initiated

Teacher's Signature/Date Initiated

	<i>Mark if additional pages are attached.</i>
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- *These sections are to be completed collaboratively by the evaluator and the teacher.*
- *Pages may be added, if needed.*
- *Review dates should be prior to target dates for each improvement objective.*
- *Each review is intended to document support and assistance provided to the teacher.*

REFERENCES

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