

PROFESSIONAL STAFF ANNUAL EVALUATIONS

I. Generally

Alexandria City Public Schools strives to provide multiple opportunities for employees to receive feedback and coaching on their performance and the resources needed to improve and excel. Therefore every employee ~~shall be~~ evaluated on an annual basis. Detailed evaluation procedures are provided on the ACPS Department of Human Resources website.

The Superintendent ~~assures~~ ensures that cooperatively developed procedures for professional staff evaluations are implemented throughout the Division and included in the Division's ~~policy manual~~ employee handbook. The results of the evaluation are in writing, in either paper or electronic format, dated and signed by the evaluator and the person being evaluated, with one copy going to the Central Office personnel file and one copy to the person being evaluated.

I.II. Licensed Staff Evaluations

The primary purposes of evaluations are:

- to optimize student learning and growth;
- to contribute to the successful achievement of the goals and objectives of the Division's educational plan;
- to improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- to provide a basis for leadership improvement through productive performance appraisal and professional growth;
- to implement a performance evaluation system that promotes a positive working environment and continuous communication between the employee and the evaluator that promotes continuous professional growth, leadership effectiveness, improvement of overall job performance and improved student outcomes; and
- to promote self-growth, instructional effectiveness, and improvement of overall professional performance.

~~The Evaluation~~ procedures are consistent with Virginia law, and teacher, principal, and Superintendent evaluations are consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals. For example:

- ;Evaluations include student academic progress as a significant component and an overall summative rating;;

- Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities;
- In accordance with the training requirements outlined in Policy GCL, evaluations will include an evaluation of cultural competency beginning in the 2022-2023 school year;
- Observations are an important source of performance information. All teachers have at least one formal observation and frequent informal observations per year;
- Teacher evaluations include evidence that instruction is aligned with the school’s curriculum;
- Any teacher whose evaluation indicates deficiencies in managing student conduct, based upon review of the teacher’s student discipline data, may be required to attend professional development activities designed to improve classroom management skills and increase awareness of restorative practices and associated interventions; and
- Any teacher whose evaluation indicates other deficiencies may be required to attend professional development activities within the appropriate area(s) of the seven evaluation standards to improve in the specified area(s).

In accordance with the Code of Virginia, teachers who have achieved continuing contract status are formally evaluated at least once every three years and more often as deemed necessary by the principal, and are evaluated informally during each year in which they are not formally evaluated. Any teacher who has achieved continuing contract status who receives an unsatisfactory formal evaluation and who continues to be employed by Alexandria City Public Schools is formally evaluated the following year.

If a teacher's performance evaluation during the probationary period is not satisfactory, the School Board ~~shall~~may choose not to reemploy the teacher.

Given the complexity of licensed staff members’ job responsibilities in a dynamic work environment, evaluation standards also take into account the potential impact of major external events, such as school closures due to public health emergencies, and any resulting adjustments to instructional delivery methods (e.g., virtual instruction).

Adopted: November 17, 1998
Amended: July 6, 2000
Amended: May 18, 2006
Amended: June 9, 2011
Amended: December 3, 2015
Amended: February 20, 2020
Amended:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-294, 22.1-295, 22.1-303, 22.1-253.13:5, 22.1-253.13.7 22.1-276.2.

Guidelines for Uniform Performance Standards and Evaluation Criteria for

Teachers (Virginia Board of Education, [approved March 18, 2021](#)~~July 23, 2015~~).

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals (Virginia Board of Education, [as revised July 23, 2015](#)~~effective January 10, 2020~~).

[*Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*](#) (Virginia Board of Education, as revised July 23, 2015).

Cross Refs.:

CBG	Evaluation of the Superintendent
GCG	Professional Staff Probationary Term and Continuing Contract
GCL	Professional Staff Development
GDN	Support Staff Annual Evaluations
JFC	Student Conduct
JFC-R	Standards of Student Conduct
JFCA	Teacher Removal of Students from Class
JGD/JGE	Student Suspension/Expulsion
JGD-R/JGE-R	Student Suspension/Expulsion Regulations
JGDA	Disciplining Students with Disabilities
JGDB	Discipline Of Students With Disabilities For Infliction Of Serious Bodily Injury