Alexandria City Public Schools

Manual
For
Teacher Growth
and
Assessment System

2020-2021

Final (12/2020)

Alexandria City Public Schools (ACPS) *Teacher Growth and Assessment System* reflects ACPS' belief that teacher effectiveness is important because of the direct impact teachers have on student learning. This growth and assessment document aligns with the theory of action in the *ACPS 2025 Strategic Plan: Equity for All* because it is a tool to improve student outcomes and eliminate opportunity and achievement gaps within a culturally responsive learning environment. Additionally, the *ACPS Teacher Growth and Assessment System* supports the 2025 strategic goals of *Systematic Alignment, Educational Excellence, and Student Accessibility and Support* to ensure that all students have access to and engagement with high-quality instruction.

This publication is an extension of the *Teacher Growth and Assessment System* collaboratively developed and revised during school-based meetings with multiple contributors, including administrative staff and teachers. The collaborative effort in developing and revising the process has certainly strengthened the entire system, which includes the Look Fors, observation, and evaluation processes.

The focus of the *Teacher Growth and Assessment System* is on quality instruction, Look Fors during instruction, and growth opportunities for teachers through powerful professional learning experiences. Teachers and administrators must work together so that students are receiving high-quality instruction and differentiated supports to meet their specific needs. Also, ACPS' focus is on the continuous growth and development of each teacher by providing resources to schools and departments that support the areas identified in the growth and evaluation system. The goal is to also ensure a greater focus on instructional and meaningful feedback to support teaching and learning.

Again, special thanks to multiple stakeholder groups, including teachers, principals, assistant principals, executive directors, directors, and curriculum specialists who contributed so much to this process. Together, we can engage ACPS' students in high-quality instruction as we focus on implementing the instructional programs they need to be successful students and productive citizens.

Sincerely,

Gregory. C. Hutchings, Jr. Ed.D.   **Dawn Lucas**

Superintendent   President
Alexandria City Public Schools (ACPS)   Educators Association of Alexandria (EAA)

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Part I: Introduction and Purpose

Executive Summary

"Listen and Learn Sessions" held in January 2020 lead by Dr. Gregory C. Hutchings, Jr., Superintendent of Schools, informed school staff of the need to revise the evaluation process by aligning our Teacher Instructional Look Fors to the Virginia Department Of Education (VDOE) Performance Standards. In response to this request, Alexandria City Public School (ACPS) teachers, assistant principals, and principals provided input during collaborative school-based meetings. Dr. Terri H. Mozingo, Chief of Teaching, Learning, and Leadership, formed a Technical Work Group to synthesize all of the feedback collected from each school. The *ACPS Teacher Growth and Assessment System Handbook* undertook an intensive level of review and revision by multiple stakeholder groups to include teachers, principals, assistant principals, executive directors, directors, and curriculum specialists.

The revised handbook is a comprehensive document that strikes a balance between being a professional learning tool for teacher growth, along with guidelines for evaluation. The ACPS *Teacher Growth and Assessment System* is modeled after the Virginia Department Of Education's VDOE *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.* Pursuant to state law, the *ACPS Teacher Growth and Assessment System* are consistent with the performance standards (objectives) included in this document. Additionally, in alignment with the ACPS 2025 Strategic Plan, the *ACPS Teacher Growth and Assessment System* supports the strategic goals of *Systematic Alignment*, *Educational Excellence, and Student Accessibility and Support* to ensure that all students have access to and engagement with high-quality instruction.

ACPS 2025 Strategic Plan

ACPS is committed to eliminating opportunity and achievement gaps by monitoring our progress. In systematic alignment with the ACPS 2025 Strategic Plan, ACPS works to ensure that all teachers are instructionally prepared to meet the needs of students. The *ACPS Teacher Growth and Assessment System* supports "equity for all" by aligning professional learning and evaluation with our Vision, Mission, Core Values, and Goals.

ACPS 2025 Vision Statement

In ACPS, our vision is to empower all students to thrive in a diverse and ever-changing world.

ACPS 2025 Mission Statement

Our mission ensures success by inspiring students and addressing barriers to learning.

Core Values

The ACPS 2025 Strategic Plan has five core goals. We want ACPS to be:
- **Welcoming** - We take active steps to ensure all stakeholders feel welcomed in schools. We embrace everyone who comes through our doors and respect our differences because we believe our diversity is our greatest strength.
- **Equity-Focused** - We actively work to remove barriers to educational access.
- **Empowering** - We inspire each student and staff member to thrive to their best abilities.
- **Innovative** - We take the initiative to solve problems in the classroom and across the system.
- **Results-Driven** - We set ambitious goals to learn, grow, and achieve at high levels.

By systematically aligning the *ACPS Teacher Growth and Assessment System* with our Core Values, it further supports ACPS as a learning community that strives to be welcoming, empowering, equity-focused, innovative, and results-driven.

Goals

The ACPS Strategic Plan 2025 has five goals, each with racial equity at their heart.

- Systemic Alignment
- Instructional Excellence
- Student Accessibility and Support
- Strategic Resource Allocation
- Family and Community Engagement

Importance Of Recognizing Teacher Effectiveness

Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. Teacher effectiveness is the most significant school-related variable impacting student learning outcomes. Stronge, et al., (in press) conducted a study on teacher effectiveness and discovered that a 30+ percentile point difference in student achievement in mathematics and English could be attributed to the quality of teaching that occurred in the classroom over an academic year.

Why Instructional Excellence Is Necessary In Alexandria City Public Schools

Teacher evaluation matters because teaching matters. In fact, "the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day." Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The quality of an education system cannot exceed the quality of its teachers. The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population. Good evaluation is necessary to provide the teachers with the support, recognition, and guidance necessary to sustain and improve their efforts.

Because teachers are so fundamentally important to school improvement and student success, improving the evaluation of teacher performance is particularly relevant as a means to recognize excellence in teaching and to advance teacher effectiveness. A meaningful evaluation focuses on instructional quality and professional standards. Through this focus and timely feedback, teachers and leaders recognize, appreciate, value, and develop excellent teaching. Furthermore, the commitment to high-quality instruction is supported by ACPS through the ACPS Instructional Excellence Goal. ACPS is committed to supporting administrators and teachers to ensure that students have access to and engagement with high-quality instruction.

ACPS instruction will:

- be aligned to the ACPS instructional framework and high-quality curricula;
- be engaging and rigorous;
- be culturally relevant;
- be differentiated to students' strengths;
- be responsive to students' social, emotional, and academic needs;
- be supported and monitored by the school; and
- division administrators and instructional coaches, creating a culture of substance, depth, and critical thinking in curriculum and instruction.

As a result, this commitment to eliminating opportunity gaps and achievement gaps by focusing on social, emotional and academic learning will be progress monitored through high-quality instruction, teacher support, and evaluation.

The Importance of Recognizing Teacher Effectiveness In Alexandria City Public Schools

Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. Teacher effectiveness is the most significant school-related variable impacting student learning outcomes.

Purposes of Evaluation In Alexandria City Public Schools

The primary purposes of a quality teacher evaluation system in ACPS are to:

- contribute to the successful achievement of the goals and objectives defined in the 2025 ACPS Strategic Plan and each school's individualized school education plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between teacher and evaluator that promotes continuous professional learning and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and
- ultimately optimize student learning and growth.

A high-quality evaluation system in ACPS includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;
- a focus on the relationship between teacher performance and improved student learning and growth;
- a system for documenting teacher performance based on multiple data sources regarding teacher performance;
- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as students;
- a procedure for conducting performance reviews that stress accountability, promotes professional learning, and increases teacher involvement in the evaluation process; and
- a support system for assisting when needed.

The purposes of high-quality instruction in EVERY classroom in Alexandria City Public Schools:

- ensures the continued growth of student academic achievement for all;
- enhances the focus on eliminating all gaps while increasing achievement for all;
- ensures equitable educational practices in all classrooms;
- ensures each school provides a climate of support that promotes a safe, secure, and disciplined teaching and learning environment,
- ensures accountability for classroom performance and teacher effectiveness,
- promotes collaboration between the teacher and evaluator; and
- promotes self-growth, instructional effectiveness, and improvement of overall job performance.

Part 2: Uniform Standards Of Performance For Teachers

Teachers' uniform performance standards are used to collect and present data to document performance-based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encourage creativity, and individual teacher initiative. The goal is to support each teacher's continuous growth and development by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The expectations for professional performance are defined using a two-tiered approach: Performance Standards and Performance Indicators.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are seven performance standards, as shown in the chart below.

Performance Indicators

Performance indicators provide examples of observable and tangible behavior that indicates the degree to which teachers are meeting each teaching standard. Performance standards help teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive.

Teachers are not expected to demonstrate each performance indicator; all performance indicators may not apply to a particular work assignment. However, some teaching positions may need to identify specific indicators consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators. Performance Standards and Performance Indicators are detailed in the chart below.

Teacher Performance Standards, Performance Indicators, and Documented Evidence Chart

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 of teacher work conducted in the performance of the standard may include, but are not limited to:
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 the 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.

Performance Standard 2: 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.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
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 curriculum and student learning needs.
2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

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 of teacher work conducted in the performance of the standard may include, but are not limited to:
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 lessons.
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.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guides instructional content and delivery methods, and provides timely feedback to both students and parents throughout the school year.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
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.

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 of teacher work conducted in the performance of the standard may include, but are not limited to:
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.

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 of teacher work conducted in the performance of the standard may include, but are not limited to:
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 and division 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.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
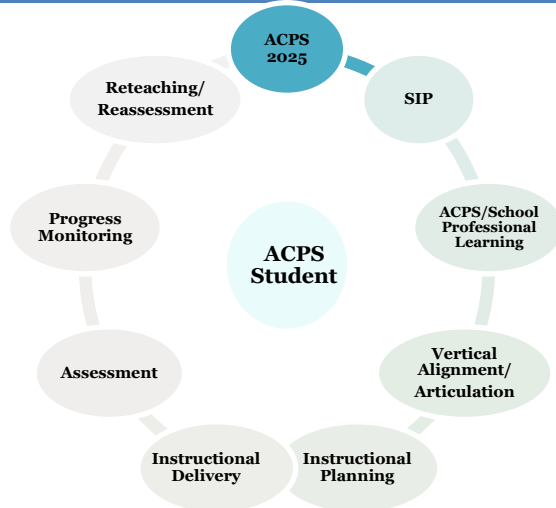7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
7.2 Documents the progress of each student throughout the year.
7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available 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.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, the results of teaching -- as documented in Standard 7: Student Academic Progress -- would likely be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

ACPS Thematic Evidence of Performance Standards and Performance Indicators

Alexandria City Public Schools administrators and teachers collaboratively contributed to the thematic evidence that can be found across ACPS schools and classrooms that support the successful implementation of performance standards and indicators.

Trends Across ACPS Schools	Themes Across ACPS Schools		Performance Standard Correlation
Alignment			- Professional Knowledge - Instructional Planning - Instructional Delivery - Assessment Of and For Student Learning - Learning Environment - Professionalism - Student Academic Progress
Best Practices and Use Of Globally Adopted Systems	Set by professional organizations/research, ACPS, and individual schools		- Instructional Planning - Instructional Delivery
Minimum Standards Of Professional Behavior	- Timeliness - Respect - Safety - Communication - Professional Attire		Professionalism
Knowledge	Seeks new knowledge and feedback~ Existing AND developing knowledge of students, standards, and pedagogy		Professional Knowledge
Common Language Trends	- Differentiation - Equity - Clarity - Data-driven/Data-informed - Engagement - Collaboration - Flexible - Access	- Parent/Family Contact/Support/Engagement - Tiered Instruction/Interventions - Social-Emotional Learning - Formative Assessment - Classroom Management/Norms/Procedures	- Professional Knowledge - Instructional Planning - Instructional Delivery - Assessment Of and For Student Learning - Learning Environment
Specific Instructional Methodologies/ Practices	- Kagan - GLAD - PBIS - Culturally Responsive/Cultural competency - Student discourse - Gradual release - PLCs	- AVID/WICOR - Technology-enhanced instructional practices/tools (Padlet, Nearpod, Kahoot) - Project-Based Learning - Visuals/Graphic Organizers - Levels of Questioning/Thinking (Bloom's, Marzano, Costas) - Socratic Seminars	- Instructional Planning - Instructional Delivery

Part 3: Professional Learning Tools

Instructional Expectations To Support Instructional Planning, Instructional Delivery, and Evaluation

Special Education Look Fors In Cotaught Classes, Resource Rooms, and Citywide Classes

A look for is a clear statement that describes observable teaching (teacher move) or learning strategy, outcome, product, or procedure in the special education setting. Observers search for look fors when they visit the special education classroom or observe/examine lessons planned for specially designed instruction. Teachers can reflect on the look for to compare their teaching practices to performance standards and indicators, define what they learn through professional learning, and develop descriptors for classroom practice. School and district leaders can use look fors to define standards for all special education classrooms, identify achievable and identifiable improvements, and unify a school around a common focus and set of practices. The instructional look fors can be used as a tool for professional learning and growth. Evaluators and teachers can use it as a collaborative means for planning specially designed instruction, providing feedback, improving performance, and ensuring that all of the critical steps of a strategy, lesson, or instructional components are considered.

Instructional Look Fors

A look for is a clear statement that describes observable teaching (teacher move) or learning behavior (student move), strategy, outcome, product, or procedure. Observers search for look fors when they visit a classroom or examine student work. Teachers can reflect on look fors to compare their teaching practices to performance standards and indicators, define what they learn through professional learning, and develop descriptors for classroom practice. School and district leaders can use look fors to define standards for all classrooms, identify achievable and identifiable improvements, and unify a school around a common focus and set of practices. The instructional look fors can be used as a tool for professional learning and growth. Evaluators and teachers can use it as a collaborative means planning for instruction, providing feedback, improving performance, and ensuring that all of the critical steps of a strategy, lesson, or instructional components are taken into consideration.

English Learner (EL) Best Practices

Our classrooms are characterized by increasing linguistic diversity. All ACPS educators must be adept at addressing the needs of English Learners (EL). EL Best Practices provides a list of universal best practices that should be present in Tier 1 Core Instruction to promote language acquisition.

The ACPS Teacher Support Framework and Resource Chart

Supporting teacher growth and development is essential to the success of schools. A wide variety of resources are essential to assist teachers in growing professionally. All teachers benefit from opportunities to continually hone their craft. Sometimes additional support is required to help teachers develop so that they can meet performance standards. The ACPS Teacher Support Framework and

Resource Chart outline supports that are available to all instructional staff in the pursuit of continuous improvement and in meeting the performance standards of our Teacher Growth & Assessment System.

The framework and resource chart identifies support for teachers based on the VDOE Performance Standards and Indicators is a component of our revised plan. The ACPS Teacher Support Framework and Resource Chart complements and reinforces a key objective of the evaluation process: to develop, coach, support, and inspire teachers to positively impact students' academic opportunities, achievement, and behavioral growth.

Look-Fors: Special Education Teachers in Co-Taught or Resource Rooms

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	Special Education Teacher Look-Fors
1.1 Addresses appropriate curriculum standards 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction 1.3 Uses clarity strategies to link present content with past and future learning experiences, other subject areas and real-world experiences and applications 1.4 Demonstrates a current and accurate knowledge of the subject matter and skills relevant to the subject area 1.5 Bases instruction on goals that reflect high expectations, intellectual rigor and an understanding of the subject 1.6 Demonstrates an understanding of the intellectual, social, emotional and physical development of the age group 1.7 Communicates clearly and checks for understanding and routinely has students make their thinking visible using visible thinking strategies 1.8 Demonstrates cultural proficiency through the selection of resources and materials to support the curriculum 1.9. Actively communicates the high expectation messages of belief in student capacity to master the curriculum	● Demonstrates knowledge of ACPS Office of Specialized Instruction identified power standards and uses them to develop Standards Based IEPs to support student growth. ● Demonstrates knowledge of ACPS Office of Specialized Instruction resources; uses available resources to develop standard-based IEPs, conduct appropriate meetings, adhere to special education timelines, etc. ● Seeks knowledge, and applies learned information in appropriate contexts, regarding verbal and non-verbal communication from all cultures. ● Uses Specially Designed Instruction (SDI) to support the learners in mastery of IEP goal progress. *https://tinyurl.com/SDIResourceGuide* ● Advocates for and implements high yield co-teaching models to support learners. ● Explicitly teaches content vocabulary with concrete examples. ● Provides scaffolds to support rigorous learning.

PERFORMANCE STANDARD 2: 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.	
SAMPLE Performance Indicators	Special Education Teacher Look-Fors
2.1 Uses the Plan-Teach-Reflect Cycle to routinely incorporate the use of data to guide instructional planning, to embed within the lesson, to alter if needed and to reflect upon at the end of each lesson in preparation for the next day as a guide planning 2.2 Plans time realistically for pacing, content mastery and transitions 2.3 Plans for differentiated instruction for students who have not yet met the mastery objective to meet the needs of all students, including students with disabilities, second language learners and Unified Talent Perform and gifted students 2.4 Aligns lesson objectives to the ACPS curriculum and state standards using the three-stage design process needs 2.5 Develops appropriate long- and short-range plans and adapts plans when needed	● Reflects with co-teachers during co-planning sessions regarding teacher and student performance (e.g. "What worked well? What didn't?"). ● Develops lesson plans for co-teaching, either face-to-face or electronically, that include input from both co-teachers. ● Includes evidence of SDI in lesson plans; SDI is related to students' IEP goals. ● Includes evidence in lesson plans of high yield co-teaching models and delineates each teacher's individual role. ● Includes paraprofessional assigned tasks in lesson plans. ● Includes opportunities for frequent assessment in lesson plans. ● Uses data to determine student groupings and adjusts groups as necessary. ● Plans and implements lessons that are on pace with ACPS curriculum. ● Plans differentiation of instruction for students who are mastering the skills quickly and those who need additional support. ● Notes necessary IEP accommodations and/or modifications within lesson plans.

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.	
SAMPLE Performance Indicators	Special Education Teacher Look-Fors
3.1 Uses the clarity strategies of activators and summarizers to engage and maintain students in active learning 3.2 Uses activator strategies to build upon students' existing knowledge and skills, surface misconceptions and connect students to content 3.3 Differentiates instruction to meet students' needs 3.4 Continually check for understanding and revisit the mastery objective and learning goals consistently throughout the lesson 3.5 Uses a variety of clarity instructional strategies, principles of Alexandria Learning and teaching Model, and resources infused within the lesson 3.6 Uses instructional technology to check for understanding, engage students and enhance student learning 3.7 Communicates clearly, checks for understanding and has students make their thinking visible throughout the lesson 3.8 Routinely makes connections between mastery objectives and essential questions 3.9 Consistently fosters student centered participation and making meaning by facilitating the 10:2 rule	● Builds background knowledge for students with the use of visuals, video, concrete objects, and/or text. ● Reviews prior skills and knowledge before beginning instruction. ● Utilizes the three high yield co-teaching models. ● Engages students in active learning with manipulatives, technology, whiteboards, and/or paper/pencil. ● Explicitly connects prior skills to new skills. ● Provides explicit, direct instruction based on information from students' IEPs. ● Explicitly teaches students strategies, and facilitates their independent use of strategies. ● Provides frequent opportunities for student response and provides specific immediate feedback. ● Breaks down complex skills and strategies into smaller units. ● Provides several examples and non-examples for skills being taught. ● Provides multiple opportunities for guided practice with immediate feedback. ● Sequences skills logically. ● Explicitly uses Concrete-Representational-Abstract (CRA) format in math instruction. ● Provides opportunities for think-alouds.

- Models the expected skill or outcome explicitly.
- Utilizes technology to enhance and facilitate student learning.
- Asks students to demonstrate understanding with manipulatives, technology, peer discussion, whiteboards, and/or paper/pencil.
- Makes students' thinking visible (e.g. asks students "How do you know?" and "Why?").
- Provides direct instruction in small chunks (e.g. 10 minutes or less), then opportunities for guided practice and/or discussion with peers.
- Takes an active role in collecting qualitative and quantitative data (e.g. Think Pair Share, formative assessments, observations, etc.).
- Facilitates efficient transitions to maximize instructional time (e.g. no more than 2 minutes of downtime in 20 minutes of instruction).
- Arrives to class with materials needed to execute a lesson plan.
- Evidence of appropriate visual supports for all students that are used to facilitate transitions (e.g. visual schedule, timers, etc.).
- Utilizes clearly established routines which are evident at the start and end of class.
- Implements class attention signals.
- Implements a reinforcement system for class and/or individual students.

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	Special Education Teacher Look-Fors
4.1 Uses pre-assessment data and C.A.M.P. (cultural/linguistic, academic, metacognitive and personal) assessments to develop support for students, to differentiate instruction and to document learning 4.2 Provides students with criteria for success, rubrics and exemplars prior to assigning the product of performance in support of a No Secrets classroom 4.3 Involves students in setting learning goals and monitoring their own progress in response to the criteria for success, rubrics and exemplars previously shared with students 4.4 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population to enable students to show what they know in a differentiated way 4.5 Aligns student assessment with established curriculum standards and benchmarks 4.6 Continually assesses students by checking for understanding and using visible thinking strategies to adjust and modify instruction in support of student learning 4.7 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to mastery objectives, content goals and enabling knowledge objectives 4.8 Uses assessment tools such as a —Quick Sort‖ for formative and summative purposes; to support the —Plan-Teach-Reflect Cycle;‖ and to inform, guide and adjust students' learning 4.9 Gives descriptive and frequent feedback tied to criteria for success, rubrics and exemplars to support students on enhance their learning	- Includes pre-assessments in lesson plans. - Participates in Collaborative Learning Teams and/or Professional Learning Teams; engages in discussions regarding student data analysis. - Collects data related to IEP goals a minimum of every 2 weeks. - Monitors student progress once or twice a month using progress monitoring tools from the Office of Specialized Instruction. - Provides formative and summative assessment opportunities. - Provides immediate and specific feedback to students. - Gathers data to support IEP development. - Utilizes multiple response formats for students as needed. - Utilizes student data to make decisions regarding the need for targeted reading and/or math intervention. - Collects and analyzes data to monitor student progress in reading and/math intervention programs.

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	Special Education Teacher Look-Fors:
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 Establishes strong personal relationship building by creating a climate of trust by being respectful, courteous, fair, caring, respectful and enthusiastic 5.4 Respects students' diversity, including language, culture, race, gender and learning differences 5.5 Maximizes instructional time by maintaining momentum, provisioning materials, ensuring for smooth transitions and minimizes disruptions	• Identifies separate areas in the classroom for whole-group and small group instruction, e.g. stations for co-teaching, etc. • Labels clearly the location of materials and areas of the classroom. • Dedicates areas for sensory needs. • Displays anchor charts of routines/procedures and expectations. • Displays agenda or class schedule and reviews information with students. • Utilizes proximity control. • Establishes verbal and non-verbal communication cues. • Provides frequent verbal praise and reinforcement. • Utilizes behavior management systems. • Provides student accommodations as indicated in IEPs. • Creates classroom activities that validate other cultures. • Uses language that honors and respects the diverse backgrounds of our students. • Creates classroom community building activities. • Utilizes timers to maximize instructional time.

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	Special Education Teacher Look-Fors
6.1 Collaborates and communicates effectively with parents, caregivers, students and school community to promote students' well-being and success 6.2 Adheres to federal and state laws, school and division policies and regulations and ethical guidelines 6.3 Incorporates learning from professional growth opportunities into instructional practice 6.4 Reflects upon one's own skill set and 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	• Ensures Case Manager letters are sent to parents at the beginning of school year, introducing themselves as case manager. • Schedules IEP meetings in collaboration with the parent and relevant ACPS school staff, within the regulatory timeline; uses Zimbra calendar to track. • Uses Virginia IEP templates when drafting IEPs. • Submits IEP draft to administrator within timelines. • Sends home a copy of the IEP draft to parents within 5 business days of the IEP meeting. • Completes and provides quarterly IEP progress to parents at same time as report cards. • Documents communication with parents regarding both concerns and positives; documents all communication in Virginia IEP. • Implements services and accommodations as outlined by the IEP. • Attends professional development in the areas of special education compliance, best instructional practices and curriculum content. • Develops and maintains positive relationships with co-teachers and paraprofessionals. • Co-plans and collaborates with colleagues. • Completes IEP At-A-Glance documents and ensures any staff member who works with the students receives or reviews it. • Establishes a positive environment that promotes a belief system of high expectations for all students. • Ensures that all students' services are accounted for within the

	• student, teacher and master schedules. • Follows master and teacher schedule to arrive on time to assigned classes daily. • Collaborates with building level and division level coaches and specialists. • Advocates for support and resources to address identified areas of need. • Implements recommendations from coaches, specialists, administrators, etc. requesting assistance as needed.

PERFORMANCE STANDARD 7: STUDENT ACADEMIC PROGRESS The work of the teacher results in acceptable, measurable and appropriate student academic progress.	
SAMPLE Performance Indicators	Special Education Teacher Look-Fors
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 through 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	• Develops appropriate annual IEP goals that are measurable, specific, and based on grade level power standards and student baseline data from present levels of performance. • Completes IEP Progress Reports according to federal, state, and division timelines. • Communicates progress to the educational team, including parent/guardian and classroom teachers. • Uses permanent student work products, data notebooks, benchmarks, formal and informal assessments to assess student progress at regularly scheduled intervals. • Uses progress monitoring tools outlined by the Office of Specialized Instruction. • Tracks progress monitoring data in an organized and readily accessible format to be reviewed and analyzed at a minimum of once quarterly.

Look-Fors: *Special Education Teachers in CityWide Classes*

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	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
1.1 Addresses appropriate curriculum standards 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction 1.3 Uses clarity strategies to link present content with past and future learning experiences, other subject areas and real-world experiences and applications 1.3 Demonstrates a current and accurate knowledge of the subject matter and skills relevant to the subject area 1.4 Bases instruction on goals that reflect high expectations, intellectual rigor and an understanding of the subject 1.6 Demonstrates an understanding of the intellectual, social, emotional and physical development of the age group 1.7 Communicates clearly and checks for understanding and routinely has students make their thinking visible using visible thinking strategies 1.8 Demonstrates cultural proficiency through the selection of resources and materials to support the curriculum 1.9 Actively communicates the high expectation messages of belief in student capacity to master the curriculum.	- Demonstrates knowledge of curriculum standards that are aligned to grade level standards (ASOLs). - Identifies instructional materials that are appropriately linked to general education curriculum and differentiated based on student need. - Plans activities linked to IEP goals and objectives and ASOLS. - Develops lessons that are adapted to individual needs of students. - Explains the objective of a lesson for the students and the goal of the activity. - Uses progress monitoring data to develop IEP goals and interventions. - Plans age appropriate academic and social lessons. - Incorporates multi-sensory learning opportunities with multiple modes of responding. - Identifies alternative methods of assessment and progress monitoring for students who cannot access division wide assessment tools. - Plans include activities for different learning stations and a variety of teaching structures. - Plans for alternate assessment methods to determine baseline and student progress in IEP and content standards. - Communicates staff and student schedules that maximize staff strengths and are presented at student instructional level.	- Posts curriculum standards clearly in the classroom for students and for staff - Plans activities that are directly tied to the General Education curriculum - Articulates how activities are linked to IEP goals and objectives - Adapts lesson to the individual needs of each student - Explains the objective of a lesson for the students and the goal of the activity - Selects tools or methods to ensure meaningful assessment of daily IEP data. - Levels tasks to ensure they are developmentally and academically appropriate. - Identifies culturally relevant supports and interventions.

PERFORMANCE STANDARD 2: 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.		
SAMPLE Performance Indicators	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
2.1 Uses the Plan-Teach-Reflect Cycle to routinely incorporate the use of data to guide instructional planning, to embed within the lesson, to alter if needed and to reflect upon at the end of each lesson in preparation for the next day as a guide planning 2.2 Plans time realistically for pacing, content mastery and transitions 2.3 Plans for differentiated instruction for students who have not yet met the mastery objective to meet the needs of all students, including students with disabilities, second language learners and Unified Talent Perform and gifted students 2.4 Aligns lesson objectives to the ACPS curriculum and state standards using the three-stage design process needs 2.5 Develops appropriate long- and short-range plans and adapts plans when needed	Uses the station-rotation model (3 stations with 1-3 students at each station) to effectively differentiate instruction. Implements and supervises the different activities that occur at each station. Creates data sheets and target sheets that show benchmark steps based on IEP goals and objectives. Maintains a data binder that includes regularly collected data on IEP goals, academic standards, and district based progress monitoring tools. Uses IEP and division wide assessment data to appropriately level and group students for instruction. Analyzes data to make instructional changes when mastery of instructional targets is noted or remediation is required. Utilizes multi-modal strategies including visuals, tactile, and auditory to meet the needs of all learners. Utilizes a variety of instructional formats including: 1:1 work, small group, large group, independent work. Plans opportunities for sensory breaks and social skills instruction	- Uses pre and post test data to guide instructional planning - Maintains a data binder that includes regularly collected data on IEP goals, academic standards, and district based progress monitoring tools. - Follows ACPS unit pacing guides. - Plans lessons that provide adequate time for mastery of content and include an assessment to determine the need for re-teaching or introduction of the next unit. - Utilizes multi-modal strategies including visuals, tactile, and auditory to meet the needs of all learners. - Matches reading or math interventions to the individual needs of each student based on data - Plans differentiated lessons to address individual student accommodations, and learning needs in the general education grade level standards. - Uses the station-rotation model (2-3 stations with 1-3 students at each station) to differentiate instruction.

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY		
The teacher effectively engages students in learning by using a variety of instructional strategies to meet individual learning needs.		
SAMPLE Performance Indicators	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
3.1 Uses the clarity strategies of activators and summarizers to engage and maintains students in active learning 3.2 Uses activator strategies to build upon students' existing knowledge and skills, surface misconceptions and connect students to content 3.3 Differentiates instruction to meet students' needs 3.4 Continually check for understanding and revisit the mastery objective and learning goals consistently throughout the lesson	Builds background knowledge in students with visuals, video, concrete objects, and/or text. Engages students in active learning with manipulatives, technology, whiteboards, and/or paper/pencil tasks. Facilitates use of multiple modes of communication to engage learners that include voice output devices (AAC), gestures, vocal or written responses. Utilizes ACPS approved alternative programs (Reading Mastery, CMC, Equals Math, etc.) for instruction. Consistently collects data throughout	- Updates posting daily with mastery objectives for each content area - Transitions smoothly between activities and content areas to maximize instructional time. - Implements breaks that balance instructional time with student needs. - Implements instructional activities that match the learning objective in lesson plans showing active student participation in academic tasks. - Utilizes an "I do, we do, you do" model of gradual release. - Varies tasks to include a mix of discussion,

3.5 Uses a variety of clarity instructional strategies, principles of Alexandria Learning and teaching Model, and resources infused within the lesson 3.6 Uses instructional technology to check for understanding, engage students and enhance student learning 3.7 Communicates clearly, checks for understanding and has students make their thinking visible throughout the lesson 3.8 Routinely makes connections between mastery objectives and essential questions 3.9 Consistently fosters student centered participation and making meaning by facilitating the 10:2 rule	instructional and functional activities. Implements instructional activities that match the learning objective in lesson plans showing active student participation in academic tasks. Transitions smoothly between activities and content areas to maximize instructional time.	technology, hands-on, and paper/pencil based activities. - Provides frequent verbal feedback and/or reinforcement contingently and effectively to students who display on-task, expected behaviors. - Provides students multiple opportunities to demonstrate their knowledge and participate that might include: acting/role play, reading aloud, dictating to a scribe, talk to text software, etc.

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	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
4.1 Uses pre-assessment data and C.A.M.P. (cultural/linguistic, academic, metacognitive and personal) assessments to develop support for students, to differentiate instruction and to document learning 4.2 Provides students with criteria for success, rubrics and exemplars prior to assigning the product of performance in support of a No Secrets classroom 4.3 Involves students in setting learning goals and monitoring their own progress in response to the criteria for success, rubrics and exemplars previously shared with students 4.4 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population to enable students to show what they know in a differentiated way 4.5 Aligns student assessment with established curriculum standards and benchmarks 4.6 Continually assesses students by checking for understanding and using visible thinking strategies to adjust and modify instruction in support of student learning 4.7 Uses assessment tools for both formative and summative purposes and uses grading	- Analyzes data from multiple sources to create student groupings for instructional and functional activities. Develops a system of data collection utilized by paras and teacher for academic, adaptive, social, vocational and behavior goals. Provides an organized data binder for each student with consistently collected data for all IEP goals and objectives. Collects data throughout observations of instructional and functional activities. Implements ACPS division wide assessments whenever possible for students in citywide programs. Utilizes alternate assessment tools to inform progress reporting and IEP development such as ABLLS-R, VB-MAPP, AFLS, etc. Utilizes alternative career planning tools to accommodate non-readers, non-vocal communicators, or limited experience students for transition planning.	-Develops a system of data collection utilized by paras and teachers for IEP and behavior goals. - Conducts pre-assessment and C.A.M.P data collection to monitor progress and adjust instruction. Provides rubrics and exemplars to students prior to being asked to begin assignments. Sets daily and weekly goals with students for personal and academic achievements and records these on student point sheets. Assesses student participation during large or small group Social Skills class or academic class activities. Evaluates student understanding of the level system and corresponding behavior criteria for level movement. Evaluates student movement in the SEL program level system to determine additional supports or instruction are required in their social-emotional and behavioral growth. Uses student discussion and participation as well as work product to inform and adjust instructional planning. Uses frequent, behavior specific feedback to students related to their daily point sheet criteria with behavioral reflection at specific and planned points of the school day

practices that report final mastery in relationship to mastery objectives, content goals and enabling knowledge objectives 4.8 Uses assessment tools such as a —Quick Sort‖ for formative and summative purposes; to support the —Plan-Teach-Reflect Cycle;‖ and to inform, guide and adjust students' learning 4.9 Gives descriptive and frequent feedback tied to criteria for success, rubrics and exemplars to support students on enhance their learning		

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	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
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 Establishes strong personal relationship building by creating a climate of trust by being respectful, courteous, fair, caring, respectful and enthusiastic 5.4 Respects students' diversity, including language, culture, race, gender and learning differences 5.5 Maximizes instructional time by maintaining momentum, provisioning materials, ensuring for smooth transitions and minimizes disruptions	Establishes 4 (secondary) or 6 (elementary) clearly defined centers or areas for learning. Arranges spaces for independent work stations, and break/ sensory needs. Ensures that learning areas are clear of distractions (only materials required are present). Creates and utilizes visual supports for academic understanding and behavior expectations. - Ensures reinforcement systems and student schedules are accessible for students throughout the day. Provides positive reinforcement systems that are individualized for each student. Incorporates strategies to maintain student attention including vocal tone, picture supports, multiple exemplars of a concept, praise and reinforcement systems. Provides each student with multiple practice opportunities for skill development at their current academic level. Ensures that voice output devices or communication supports are in close proximity for student verbal and non-verbal communication. Uses language that respects all diversities. Maximizes instructional time by utilizing visual schedules and reducing transition time through stations.	Structures classroom with clearly defined spaces for whole group, independent, and station based learning. Establishes a clearly designated calm down space with visuals, calm down materials, and safety items for de-escalation. Posts behavioral support visuals throughout the classroom/on student desks (de-escalation, reflection, mindfulness, etc.). Posts level system visuals and tracking system to enable students to physically move their own icon through the levels each day Provides point sheets to students and updates them across the school day Conducts a behavior feedback session with each student at the end of each instructional block/class period. Maintains a clean and organized learning environment to maintain safety and prevent damage to classroom materials. Utilizes positive reinforcement, consistent expectations, and behavioral feedback throughout the day. Maintains organized materials for instruction to maintain instructional momentum and minimize downtime during transitions.

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	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
6.1 Collaborates and communicates effectively with parents, caregivers, students and school community to promote students' well-being and success 6.2 Adheres to federal and state laws, school and division policies and regulations and ethical guidelines 6.3 Incorporates learning from professional growth opportunities into instructional practice 6.4 Reflects upon one's own skill set and 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	- Communicates consistently with parents utilizing multiple modes of communication (positive phone calls home, daily/weekly notes). - Participates in continuing education and/or professional development related to their area of expertise. - Communicates with students in positive tones and uses specific verbal praise to reinforce student's positive behavior. - Adheres to mandated timelines for completion of legal documents such as Individualized Education Plans, progress reports. - Implements components from monthly training such as data collection, IEP development, lesson planning, and curriculum programs etc. - Participates in ongoing professional development to support personal and student goals. -Completes and reflects on the outcomes of the ACPS Citywide Classroom Self-Assessment Tool. - Participates in ACPS monthly citywide professional development opportunities: Learning Series/ PLC groups. - Solicits feedback from team members prior to implementation. - Shares all plans in a timely manner (lesson plans, IEP drafts, progress reports, etc.) - Schedules parent meetings, conferences at a mutually convenient time to share progress report data or update IEPs. - Collaborates with encore/elective and grade level teachers to support students' individual needs in the general education setting. - Writes with professionalism and standard written English in email communication with administrators, parents, and school personnel.	- Communicates consistently with parents utilizing multiple modes of communication (classroom handbook is distributed to all families, daily point sheets sent home, positive phone calls home). - Coordinates with the school team related to point sheet data, level system. - Shares IEP at a glance with all team members, data collection/ distribution of FBA/BIP. - Follows school-wide PBIS plan and incorporates into SEL program day. - Adheres to mandated timelines for completion of legal documents such as Individualized Education Plans. - Participates in ACPS SEL Professional Development, and implements new skills (data collection, level system management, IEP development) into the classroom setting. - Participates in ongoing professional development to support personal and student goals. - Develops team meeting process to conduct case reviews, discuss student plans, and review fidelity data related to plans. - Collaborates with encore/elective and grade level teachers to support students' individual needs in the general education setting. - Develops and adheres to a staff schedule. - Schedules parent teacher conferences appropriate for grade level. - Writes with professionalism and standard written English in email communication with administrators, parents, and school personnel.

PERFORMANCE STANDARD 7: STUDENT ACADEMIC PROGRESS The work of the teacher results in acceptable, measurable and appropriate student academic progress.		
SAMPLE Performance Indicators	Special Education Teacher Look-fors (ID, AUT, MD)	Special Education Teacher Look-fors (SEL)
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 through 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	- Utilizes formal assessment and teacher made assessment data to write SMART IEP goals. - Collects evidence related to ASOLs for each student to demonstrate mastery of standards as required for the Virginia Alternative Assessment Program (VAAP). - Collects evidence of learners' baseline level and task-analysis skills to ensure student progress. - Documents data on IEP goals consistently during instructional and functional activities for each student - Completes Quarterly IEP progress reporting using quantitative and qualitative data - Documents student progress with BIPs in accordance to frequency and type as specified in BIP - Provides evidence that data are tracked, analyzed or summarized. - Uses analyzed data to identify mastery and areas of additional teaching - Utilizes data to inform progress reporting and instruction based on learner progress.	-Creates a data plan for IEP goal data methods and collection to match quarterly progress report timelines. - Participates in regular meetings with grade level teachers to align calendar with assessments and review of content - Completes weekly analysis of point sheet information to track behavioral progress - Completes Quarterly IEP progress reporting using quantitative and qualitative data - Maintains records of assessments and progress within an organized data binder. - Utilizes multiple methods for collecting academic and behavioral data including permanent products through tests, quizzes, worksheets, along with frequency, duration, scatterplot or probe data methods.

Instructional Look Fors By Performance Standard Indicator

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.		
1.1 Effectively addresses appropriate curriculum standards.		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for each indicator of this standard**
- Teacher lesson plan is aligned with curriculum standards in both content and cognitive level and adheres to the district pacing guide/curriculum map. - Teacher posts learning goal/objective that is written in age-appropriate language and includes: behavior, conditions, and criteria for success. - Teacher, throughout the lesson, refers to the learning goal/objective. - Teacher posts the essential questions and refers to them throughout the lesson. - Teacher presents standards in appropriate lengths (chunks) to support student learning. - Teacher materials and resources used during the lesson are aligned to the curriculum standards and support the learning objective. - Teacher provides assignments and homework that are aligned to the SOL taught in both content and cognitive level. - Teacher lesson plans are available and include the learning objectives that are aligned with the SOLs in both content and cognitive level. - Teacher plans and implements activities that provide evidence that the standard has been unpacked. - Teacher collaborates with instructional coaches. - Teacher plans for ethnic diversity in the classroom(e.g.: books, videos). - Teacher demonstrates cultural community knowledge. - Teacher sees mixed ability groups. - Teacher implements the use of higher level thinking skills in instruction.	- Students participate in a brief discussion about the objective. - Students respond to what the relevance of the objective may be. - Students articulate what they are expected to know and be able to do (example: I CAN statement). - Students refer to the learning goal/objective throughout the lesson .	- Lesson plan - Exit tickets - Stage 3 of Lesson Plans - Samples of innovative instructional approaches developed by teachers - Lesson/intervention plan - Annotated list of instructional activities for a unit - Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures) - Projects - Journals/notes that represent reflective thinking and professional growth - Annotated photographs of teacher-made displays used in instruction - Annotated samples or photographs of instructional materials created by the teacher - Transcripts of coursework - Professional learning Certificates - Electronic Registrar Online (PLMS) reports - Sample of Individualized Achievement Plans (ICAP) - Differentiated Education Plans (DEP) - Sample of Individualized Education Programs (IEP) (Omit student names) - Summary of consultation with appropriate staff members regarding special needs of individual students.

1.2 Integrates key content elements and facilitates and use of higher level thinking skills in instruction		
Teacher Look Fors	**Student Look Fors**	
- Teacher lesson plan includes prepared essential questions aligned with key content elements and at the cognitive level(s) indicated in the standard. - Teacher learning activities clearly incorporate multiple levels of Bloom's Taxonomy and enable students to progress to or beyond the cognitive level of the standard. - Teacher poses questions that are at (or above) the cognitive level of the standard and reflect higher levels of Bloom's Taxonomy. - Teacher integrates content specific academic vocabulary into the lesson. Teacher and students use this vocabulary. - Teacher models "Thinking Aloud" (metacognition) and asks students to reflect on whether they have met the learning objective/goal. - Teacher uses research-based strategies such as QAR (Question-Answer Relationships), summarization, non-linguistic representations, generating and testing hypotheses, across content areas. - Teacher structures learning experiences in a manner that challenges students to use high level thinking skills (Examples include but are not limited to: student-led groups, student-created products, project-based learning projects, student presentations/demonstrations, etc.). - Teacher engages students in rigorous problem solving and/or open-ended	- Student generated anchor charts and graphic organizers are displayed and highlight key vocabulary. - Students articulate "big ideas" and justify and/or provide evidence as to how they arrive at their conclusion/response. - Students reflect on their own thinking/learning through activities such as response journals, shoulder talks, "If or What If" statements, and practice with specific thinking models and maps. - Students are challenged by the work and can extend their learning to other situations. - Students apply knowledge to solve problems.	

1.3 Uses clarity strategies to link present content with past and future learning experiences, other subject areas and real-world experiences and applications.		
Teacher Look Fors	**Student Look Fors**	
- Teacher uses the anticipatory set/hook to link prior learning experiences/activities and prior knowledge from other subject areas or real world experiences to the present learning objective. - Teacher uses appropriate tools to assess prior knowledge (Examples include but are not limited to: K-W-L charts, manipulatives, graphic organizers, etc.). - Teacher links the current concept to past learning experiences through questioning, use of a variety of texts, semantic webs, K-W-L charts, graphic organizers and/or group discussions. - Teacher demonstrates how the knowledge bank will continue to grow and expand into the "big idea." - Teacher consistently cycles back to previously taught skills. - Teacher posts the student-learning map in a visible location and refers to it in order to link previous, current, and future learning. - Teacher cites examples and links between the learning objective and relevant real-world experiences, selecting materials and visuals that reflect real applications. - Teacher shares and discusses real-world experiences to make the learning relevant. - Teacher makes cross-curricular connections during the lesson. - Teacher makes local, national, global and/or cultural connections in the lesson. - Teacher uses artifacts and/or student investigations to connect learning across content areas or to real-world applications. - Teacher uses questions prompts that begin with key phrases such as "have you ever" and "think of a time" in order to access students' previous experiences.	- Students discuss and set learning goals. - Students share and discuss real-world experiences that make the learning relevant. - Students make cross-curricular connections during the lesson. - Students articulate to other students the connections they have made in their learning.	

1.4 Demonstrates an accurate knowledge of the subject matter.		
Teacher Look Fors	**Student Look Fors**	
• Teacher selects instructional strategies, activities, materials and resources that reflect an understanding of the key concepts as well as alignment with the standards and curriculum framework. • Teacher is able to draw on in-depth knowledge of the content to draw connections with prior and subsequent knowledge. • Teacher uses accurate vocabulary relative to the content of the lesson. • Teacher provides accurate models and examples during the lesson. • Teacher statements that are presented as fact are verifiably true. • Teacher accepts student demonstration of knowledge in multiple formats. • Teacher identifies and corrects student misconceptions. • Teacher provides accurate and specific feedback to students who have questions or concerns with the skill or content of the lesson. • Teacher provides alternate examples, models, or strategies to provide clarity and to differentiate instruction to meet the needs of all students. • Teacher demonstrates knowledge of vertical alignment in the content area as seen in the selection of models and materials for differentiating instruction.		

1.5 Demonstrates skills relevant to the subject area(s) taught.		
Teacher Look Fors	**Student Look Fors**	
• Teacher selects instructional strategies, activities, materials and resources that reflect an understanding of the key concepts as well as alignment with the standards and curriculum framework. • Teacher is able to draw on in-depth knowledge of the content to draw connections with prior and subsequent knowledge. • Teacher uses accurate vocabulary relative to the content of the lesson. • Teacher provides accurate models and examples during the lesson. • Teacher statements that are presented as fact are verifiably true. • Teacher accepts student demonstration of knowledge in multiple formats. • Teacher identifies and corrects student misconceptions. • Teacher provides accurate and specific feedback to students who have questions or concerns with the skill or content of the lesson. • Teacher provides alternate examples, models, or strategies to provide clarity and to differentiate instruction to meet the needs of all students. • Teacher demonstrates knowledge of vertical alignment in the content area as seen in the selection of models and materials for differentiating instruction.	• Students demonstrate the fluid application of the skill relevant to the day's lesson.	

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.		
Teacher Look Fors	**Student Look Fors**	
• Teacher uses student work, student observation and other formative data (such as pre and post assessments) to set rigorous instructional goals, select teaching strategies, and inform groupings that will appropriately challenge each student. • Teacher identifies a learning objective that clearly defines the expected learning target (conditions, behavior, and conditions) for all students. • Teacher delivers instruction and provides differentiated assignments that reflect high expectations for all students. • Teacher uses higher-order questioning to determine students' depth of understanding in the subject and to further develop and extend student thinking. • Teacher serves as facilitator, providing opportunities for student-centered instruction and/or inquiry-based learning. • Teacher uses rubrics and examples to support students' understanding of learning objectives.	• Students use self-assessment to monitor learning. • Students are able to explain their understanding of materials when asked. • Students focus on analyzing, evaluating, and creating skills. • Student assignments are at the appropriate level of difficulty to challenge students' thinking. • Student questions, responses, and visual evidence (such as posted work samples and work products) confirm high expectations for student learning.	

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.		
Teacher Look Fors	**Student Look Fors**	
• Teacher develops an anticipatory set and structures the lesson to create a scaffold for learning that is appropriate for the cognitive and developmental levels of all students. • Teacher uses age-appropriate language, tone of voice, and instructional strategies throughout the lesson. • Teacher creates a safe, interactive, and engaging environment that provides opportunities for academic risk taking and creating positive relationships. • Teacher selects strategies and teaching materials that are relevant to students' ages, cognitive levels, cultural backgrounds and interest levels. • The learning environment is arranged to facilitate age-appropriate learning interactions and to address multiple student learning styles. • Classroom routines are clearly established, communicated, and followed by teacher and students, and are tailored to the specific intellectual, social and emotional characteristics of the particular age group. • Teacher selection of grouping strategies (whole versus group), transitions (seat time versus movement), activities (collaborative versus independent), and use of modalities (visual, auditory, kinesthetic) reflects sensitivity to age, developmental, cognitive, and interest level of students. • Teacher interactions demonstrate mutual respect. • Teacher maintains student interest and focus on learning by providing engaging, age-appropriate learning activities for all students. • Teacher uses knowledge of students to anticipate learning challenges. • Teacher supports constructive discourse during instruction, creating a culture wherein all learners may ask questions, make claims, support their own claims and/or critique or provide feedback to the claims of others. • Teacher incorporates student interests and cultural heritage in classroom artifacts, books, posters, and instruction (material, resources, assignments). • Teacher provides accommodations identified in students' IEP/Instructional plans. • Teacher identifies learning experiences (including questioning and problem-solving tasks) that challenge the thinking of all students at high cognitive levels. • Teacher demonstrates effective classroom management techniques that are tailored to meet the needs of learners	• Students are physically moving and interacting. • Student interactions demonstrate mutual respect. • Students support constructive discourse during instruction, creating a culture wherein all learners may ask questions, make claims, support their own claims and/or critique or provide feedback to the claims of others. • Students are actively engaged and are moving about the room to be directly involved in activities.	

1.8 Communicates clearly and checks for understanding.		
Teacher Look Fors	**Student Look Fors**	
- Teacher provides visual supports for vocabulary and concepts - Teacher models: explicitly for students using the visual supports - Teacher uses think alouds - Teacher communicates the learning goal/objective (with behavior, conditions, and criteria) to students, revisiting it during the lesson to check progress. - Teacher articulates the lesson content accurately and clearly, from opening to closure, facilitating activities and asking questions that stimulate students to engage and extend learning. - Teacher gives and reinforces clear oral and written directions. - Teacher maintains proximity to students, observing and monitoring student learning (walkabout and quick check) and adjusting instruction appropriately. - Teacher uses a variety of strategies to check student understanding throughout the lesson (Examples include but are not limited to: questioning with wait time, prompting, probing, signaling, dip sticking, parking lot notes, quick writes, exit tickets, etc.). - Teacher paces the lesson appropriately, adjusting (based on checks for understanding) to ensure closure/summarization. - Teacher models the use of summarization and paraphrasing. - Teacher discusses the next step with students, prior to the end of the lesson, in order to extend learning. - Teacher provides opportunity for summarization of the lesson (by students and teacher) during closure. - Teacher conferences with students (increasing communication and supporting student participation on own learning) to include the use of side-by-side conferences	- Students access classroom resources - Students are provided sentence frames to communicate understanding. - Students can articulate the learning goal in terms of what they must know and be able to do. - At the end of the lesson, students demonstrate that they have met the learning goal/objective for the lesson. - Students restate directions, learning objectives, and expectations in order to demonstrate their understanding	

Performance Standard 2: 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.		
2.1 Uses student learning data to guide planning		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for each indicator of this standard**
• Teacher Consistently collects, analyzes, and uses data to inform instructional plans • Teacher implements small-group instruction is based upon student data	• Student has multiple opportunities to demonstrate mastery • Students track their own data and participate in the planning of their own learning	• A clear assessment plan is included in the unit planning documents and adaptations are present based upon student data results • Student data reflected in planning documents • Written analysis of classroom assessment • Data driven revision of lesson plans • Differentiation in lesson planning and practice in alignment with the ACPS curriculum • Sample Lesson or Unit Plan • IEP • Course Syllabus • Lesson Plan • Intervention Plan • Substitute Lesson Plan • Division level Curriculum Writing (ACPS Curriculum Guides) • A clear specific plan for differentiated instruction is detailed in lesson/unit plans. (This should be more than a list of generic differentiation strategies. • Each learning activity has multiple levels to meet the language, learning, and developmental needs of all students. • Mastery objectives aligned to Standards of Learning and the content and skill goals of the curriculum unit • Mastery objectives effectively describe the outcome for all lessons, including the content and skills students must know • Language objectives aligned to the language features or genre being taught in the unit. • Data driven curriculum revision work • Sample lesson or unit plan • Intervention plan • Alignment between SOL's, content objectives, language objectives, essential question(s), and the performance task(s). • Each individual lesson and the activities within the lesson prepare students for success on the unit assessment(s) • The lesson sequencing and design builds upon • School Education Plan • Common Assessment Data • Universal Screener Data

2.2 Plans time realistically for pacing, content mastery, and transitions.		
Teacher Look Fors	**Student Look Fors**	
• Teacher transitions efficiently from one learning activity to another • Teacher spends an appropriate amount of time with whole group, small group and individual instruction (pacing)	• Students understand class routines during transitions.	

2.3 Plans for differentiated instruction		
Teacher Look Fors	**Student Look Fors**	
• Teacher plans activities are varied to meet the needs of all learners. • Teacher includes language objectives that address academic language features of the content being taught	• Students have a voice in the choice of learning activities and texts used in class	

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.		
Teacher Look Fors	**Student Look Fors**	
• Teacher effectively follows designed lesson plan • Teacher adapts plans when needed to meet the needs of students • Teacher plans lesson objectives that are clear and measurable. • Teacher plans lessons are scaffolded to meet diverse student needs	• Students engaged in learning activities to meet their learning needs.	

2.5 Develops appropriate long- and short-range plans and adapts plans when needed.		
Teacher Look Fors	**Student Look Fors**	
• Teacher uses data from the school education plan to inform long range planning. • Teacher uses data from student assessments to inform short range planning.	• Students understand their universal data. • Students understand performance standards they have mastered and those that require additional study.	

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.**		
3.1 Engages and maintains students in active learning.		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for each indicator of this standard**
• Teacher shares lesson objective (aligned with standards) and provides students with behavior, conditions, and criteria for success in order to engage them in their learning. • Teacher uses a variety of methods and processes throughout the lesson to solicit responses from <u>all</u> students (Examples include but are not limited to: using appropriate pacing/wait time, signaling, sampling, prompting, probing, redirecting, random reports, preplanned questions that cross multiple levels of Bloom's taxonomy, individual white boards, and think-pair-share/turn and talk, etc.). • Teacher uses an anticipatory set/snapshot/warm-up or poses a higher order/"big idea" question aligned with the objective to capture students' attention during the opening. • Teacher provides (or invites students to provide) real-life	• Students participate in activities that are aligned to the content and cognitive level of the standards and incorporate manipulatives, models and concrete learning materials and tools. • Students use manipulatives in a purposeful manner. • Students interact and lead small group discussions, and take ownership for their learning through participation in collaborative/cooperative activities such as jigsaw, think-pair-share,	• Visuals and real-world artifacts to ensure concepts are accessible to all students • Texts are identified that are culturally relevant to students and are leveled, tiered, or differentiated based on student need • Tiered assignments and performance tasks based upon language and literacy levels • Differentiated roles during collaborative learning • Provides sentence frames, graphic organizers, word banks, adapted

examples/experiences that connect to the learning objective. ● Teacher incites curiosity or suspense in the learning through inquiry based instruction, providing choices and asking for predictions during the lesson. ● Teacher plans and delivers lessons that appeal to students' multiple modalities and learning styles. ● Teacher uses a variety of grouping strategies (whole group, small group, paired partners and independent work) to engage students in the learning process. ● Teacher uses strategies such as gallery walks, graphic organizers (Venn Diagrams, T-charts, etc.), shared problem solving tasks, interactions with word walls and other posted visuals to maintain student engagement during teacher lecture and whole group class discussions. ● Teacher motivates and engages students in learning through the use of computer software, website, applications, student response systems, and other digital tools that are aligned to the standard and relevant to the students' interests and developmental levels. ● Teacher redirects off-task student behaviors immediately without causing major interruption to the pacing of instruction.	problem-solving simulation, science experiments, and debates related to history and/or current events. ● Students share examples of their work and explain how they met the objective's success criteria. ● Students are able to engage the content independently with the teacher acting as facilitator.	material and peer-assisted learning to address varying language proficiency levels ● Essential question(s) and learning objective(s) are posted on student-facing document(s) ● Formative reviews/post conference documentation ● Annotated photographs of class activities ● Teacher Created Assignments ● Sample student work ● Video/audio samples of instructional units ● Technology samples ● Canvas ● All student-created documents have a written purpose, clear directions, and an explanation of they will assessed and provided feedback

3.2 Builds upon students' existing knowledge and skills.		
Teacher Look Fors	**Student Look Fors**	
● Teacher connects prior learning to the current objective during the opening/hook and/or references connecting prior experiences to lesson activities through scaffolding new learning and maintaining earlier skills and knowledge through review. ● Teacher administers a pre-assessment to determine the students' knowledge of skills and content prior to teaching unit of instruction. ● Teacher collects and/or displays baseline data (from exit tickets, interest surveys, previous day's homework, snapshots, etc.) to establish prior knowledge and skills and to set expectations that bridge to new learning. ● Teacher connects new learning to existing knowledge and skills by using real-world examples and applications. ● Teacher selects and uses tools that identify and informally assess prior knowledge of students (Examples include but are not limited to: KWL charts, Venn diagrams, graphic organizers, journals, foldable notes, student notebooks, writing folders, etc.). ● Teachers plan questions that spark student discussion and are designed to reveal an existing level of knowledge, skill, and experience in a particular content area. ● Teacher uses formative assessment for ongoing adjustment of level of difficulty and rigor of instruction and learning activities.	● Students articulate connections they see between the lesson objective/content and their real-life and/or cultural experiences. ● Students complete a project that requires them to consolidate their learning, summarize what they have learned, and provide evidence of their level of mastery (content and cognitive level) of the lesson/unit objectives.	

3.3 Differentiates instruction to meet the students' needs.		
Teacher Look Fors	**Student Look Fors**	
- Teacher administers formal or informal pre-test to assess each student's readiness level for the standard(s) to be taught. - Teacher uses retest data to form flexible groupings and to plan/provide learning activities that respond to different proficiency levels/tiers. - Teacher uses formative data (formal or informal) to identify different student needs, and adjusts instruction accordingly. - Teacher provides opportunities for student choice in demonstrating mastery of the objective (Examples include but are not limited to: oral reports, projects, student contracts, menus, etc.). - Teacher moves from whole group demonstration and modeling to small group guided instruction where content, process or products are differentiated to meet students' needs. - Teacher uses the gradual release model (I DO-WE DO-YOU DO) to collect data to identify students ready for independent work and extensions as well as students who need additional guided instruction. - Teacher uses formal and informal data to identify students whose progress is slowing below expected levels in order to plan for explicit supplemental (differentiated) instruction for small, similarly skilled groups. - Teacher uses formative data to assign students to specific learning centers/stations in which activities are varied and aligned to students' demonstrated proficiency levels. - Teacher utilizes resources (learning experiences, materials and/or personnel) to support tiered interventions for students who need them. - Teacher provides accommodations for students according to identified needs (Examples include but are not limited to: leveled reading materials, CLOZE notes, books on tape, aligned technology resources, video clips, etc.). - Teacher provides guided instruction, lesson experiences, and/or informal assessments in multiple modalities to address student-learning styles (visual, auditory, kinesthetic). - Teacher adjusts instructional delivery during the lesson in response to student misconceptions, errors in oral or written responses, and gaps in prior knowledge/experience. - Teacher uses services provided by instructional assistants/paraprofessionals to support differentiated instruction.	- Students are engaged and on task. - Student products reflect variety based on performance. - Students are using different processes to achieve a desired objective. - In groups, every student has a role.	

3.4 Reinforces learning goals consistently throughout lessons		
Teacher Look Fors	**Student Look Fors**	
- Teacher communicates the lesson objective (behavior, condition, criteria for success) to students verbally and in writing. - Teacher refers to and restates the objective throughout the lesson to remind students of the learning goal and to tie the learning activities to the objective explicitly. - Teacher assists students in setting their own learning goals/objectives. - Teacher asks students to explain how their actions/work assignments are related to the lesson objective. - Teacher reinforces learning goals through modeling, think-aloud, and feedback, clarifying expectations and sharing rubrics that will be used to measure students' success on assigned work. - Teacher uses transitions between instructional segments/activities in a way that enables students to self-assess their own learning. - Teacher materials, activities, and posted learning targets reinforce the learning goals/objectives. - Teacher makes real world connections to the learning goals. - Teacher concludes the lesson by having students answer in writing or verbally the essential questions for the lesson that correlate with the learning goals. - Teacher uses services provided by instructional assistants/paraprofessionals to support differentiated instruction.	- Students use I CAN statements, restating the objective in their own words. - Students can explain how the learning activity relates to their lives and/or future learning. - Students participate in warm up activities relevant to objectives. - Students self-assess throughout the lesson on their progress toward the goals.	
3.5 Uses a variety of effective instructional strategies and resources.		
Teacher Look Fors	**Student Look Fors**	
- Teacher uses research-based, high-yield instructional strategies (Marzano, Hattie) during the lesson (Examples include but are not limited to: comparing/contrasting to identify similarities and differences in concept and process, summarizing, taking notes, writing/rewriting, creating non-linguistic representations –models/illustrations-, assigning practice/homework, giving feedback, reinforcing effort, providing recognition, thinking aloud, teaching with advance organizers, etc.). - Teacher uses available instructional resources (Examples include but are not limited to: VDOE Curriculum Framework, VDOE Enhanced Scope and Sequence, instructional technology, a wide array of reading materials, etc.). - Teacher selects supplemental materials and resources, beyond the textbook, that are aligned to the standards and curriculum framework (content) and that are appropriate for the age, grade, and developmental level of the students. - Teacher incorporates technology into the lesson as an interactive learning and presentation tool and as an aligned resource to support the content and objective of the lesson. - Teacher models learning for students throughout the lesson: thinking aloud with students about the content and processes of the lesson; demonstrating for students using examples, illustrations, and manipulatives aligned to the curriculum framework; and using correct academic vocabulary. - Teacher posts aligned visual materials such as charts, posters, diagrams, number lines, and word walls and refers to them frequently to review previous learning and support new concepts, key vocabulary, big ideas and standards. - Teacher presents lesson content and learning experiences in appropriate chunks in order to support/scaffold student learning. - Teacher moves from concrete objects (hand-on models and tools) to pictorial representations (graphic illustrations) to	- Students are engaged with the instructional strategies, resources, and tools provided by the teacher. - Students are involved with multiple learning tasks with the required content at the appropriate cognitive level. - Students are able to select appropriate instructional strategies in order to achieve an objective (Examples include but are not limited to: small group instruction, differentiated learning centers, collaborative pairs, summarizing activities, graphic organizers being used for -structured note taking, reading comprehension, organizing steps in a process,-project based learning, etc.).	

abstract format (symbols, words, numbers) in order to address age/development of the learner in the content area.

- Teacher uses project-based learning to link student learning to the real world (applications or simulations) or to connect prior learning to present learning through a culminating experience requiring higher levels of thinking (apply, analyze, evaluate, and/or create).
- Teacher designs learning stations that align the activity(ies) in the station to the content/cognitive level of the standard and to the specific learning needs of the student(s) assigned at the station. Additionally, the teacher provides clear directions (verbally or in writing) before sending students to stations, monitors student engagement during stations, and provides a means for checking for understanding after station work.
- Teacher uses cooperative or collaborative groups to support peer-to-peer learning, monitoring to ensure that all students are engaged and assigned roles (recorder, time keeper, resource manager, reporter, etc.) when appropriate.
- Teacher analyzes and utilizes data for targeted intervention to meet students' needs and to determine which instructional strategies to use in the lesson.
- Teacher does NOT use the same instructional strategies and resources repeatedly

3.6 Uses instructional technology to enhance student learning.		
Teacher Look Fors	**Student Look Fors**	
- Teacher establishes and communicates explicit behavioral and learning expectations and routines for students' use of technology tools and provides instruction to facilitate appropriate use. - Teacher models the power of instructional technology by incorporating various types of equipment (computer, LCD projector, Smart board technology, cameras, document readers, video clips, student response systems, etc.) into the lesson delivery/presentation, providing visual images and sound to reinforce the concepts of the lesson. - Teacher purposefully uses technology to enhance student learning of the specific lesson objective and curriculum standards. - Teacher selects interactive technology (Examples include but are not limited to: academic software, educational apps, website for practice or formative assessments, etc.) that is tightly aligned to the objective to increase student engagement and access to age and grade level appropriate information. - Teacher uses technology to communicate and provide feedback to students. - Teacher uses technology to differentiate and extend student learning on an individualized basis. - Teacher facilitates and monitors the use of technology by students during whole group, small group, and independent work. - Teacher incorporates technology into lesson as a tool to facilitate cooperative learning tasks or student driven projects. - Teacher uses technology as a vehicle to provide interventions to targeted individuals/groups and to monitor the success of those interventions by analyzing data and reports. - Teacher uses instructional technology to engage students in higher-level academic conversations, produce products, obtain and expand knowledge, and demonstrate levels of understanding and skill proficiency.	- Students use technology (iPads/tablets, laptops, etc.) as a tool for learning through research, inquiry, maintenance practice activities, simulations, preparation of reports/paper, formative assessment, etc. - Students use technology to expand their access to aligned content and to formulate their ideas, solve problems, apply learning, and to create products and presentations. - Students use technology to self-monitor their academic process by tracking personal data on graphs or spreadsheets. - Students are able to articulate how their specific use of any instructional technology tool enhances their intended learning and relates to their targeted learning outcome.	
3.7 Communicates clearly and checks for understanding.		
Teacher Look For	**Student Look Fors**	
- Teacher states and displays the daily learning objective with conditions, behaviors, and criteria for success. - Teacher revisits the objective throughout the lesson and connects activities to the objective. - Teacher provides explicit verbal and/or written directions (using	- Students articulate the learning goal in terms of the measure of success (what they must know and be able to do). - Students use a variety of methods to	

economy of words) for lesson activities and checks for understanding by asking students to restate directions and/or give examples of what is expected. ● Teacher moves about the classroom, using proximity to effectively monitor learning, check for understanding of individuals and groups, provide immediate feedback to students, and modify instruction as needed. ● Teacher provides multiple opportunities for students to show mastery during the lesson, gathers formative data and provides timely and specific feedback to students. ● Teacher uses precise academic vocabulary throughout the lesson, modeling accurate written and spoken communication with students. ● Teacher uses a variety of effective strategies to check all students (formally and informally) for their understanding throughout the lesson (Examples include but are not limited to: wait time, signaling, sampling or random reporter, private responses with whiteboards/student response systems, pre-planned questions, etc.). ● Teacher uses rubrics to assess student work/performance. Rubrics are written in student-friendly, age appropriate language and clearly communicate the criteria for success. ● Teacher plans for lesson closure using summarization (student and teacher) as well as formal or informal exit activities (such as exit tickets, snapshot quizzes, quick writes, daily reflections/journals, etc.). ● Teacher uses strategies (such as parking lot and exit tickets) to gather questions from students and provides responsive feedback in a timely manner.	indicate understanding (Examples include but are not limited to: thumbs up/down, response paddles, response clickers, white boards, etc.). ● Students can summarize what they learned during instruction. ● Students demonstrate a clear understanding of directions as evidenced by smooth transitions and execution of classroom procedures. ● Students have the opportunity to provide feedback to the teacher.	

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.

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

Teacher Look Fors	Student Look Fors	Evidence from artifacts represent a sample for each indicator of this standard
● Teachers charts or summarizes data showing how/students are grouped (to include use of Response To Intervention methods). ● Teacher maintains a strand spreadsheet tracking pre-post assessment data. ● Teacher uses data to group students by readiness and to identify tiers of students. ● Teacher uses informal formative assessments (to include but not limited to: thumbs up/down, dry erase boards, etc.) to identify needs of students in the moment. ● Teacher uses level of questioning that reflects outcomes of informal assessments. ● Teacher announces next steps in relation to the learning target and what students have already learned. ● Teacher listens to student comments and provides additional models to clarify understanding. ● Teacher monitors student independent practice to identify students in need of re-teaching. ● Teacher indicates next steps for reflection in the lesson plan. ● Teacher uses flexible, leveled stations during the lesson. ● Teacher uses individualized rubrics that are differentiated based on student pre-assessment data. ● Teacher tracks most frequently missed questions and re-introduces them into subsequent lesson. ● Teacher includes success criteria in the learning objective so that students can track their progress. ● Teacher uses entrance ticket data to plan small group instruction. ● Teacher uses pre-assessment data to differentiate instruction and to adjust the instructional pace. ● Teacher cites data when discussing student goals/objectives. ● Teacher lesson plans show pre-assessment, re-teaching, remediation and differentiation based on data from formative	● Students appear divided into groups based on formative assessments. ● Students are able to articulate the learning objectives/targets.	● Portfolios in which students develop their own understanding of what they know. ● Displays of student work show what students know and are able to do ● PLP – Department Goal ● Student feedback (Teacher created surveys) ● Graphs or tables of student results ● Copy of scoring rubrics for a student project or other instructional activity ● Copy of disaggregated analysis of student achievement scores on standardized test ● Brief report describing your record-keeping system and how it is used to monitor student academic progress ● Copy of teacher-made tests and other assessment measures ● Summary explaining grading procedures ● Photocopies or photographs of student work with written comments ● Samples of educational reports, progress reports, or letters prepared for parents or students ● Baseline and periodic assessment data with annotated analysis ● Formal observation data ● Formative and summative assessment data with annotated analysis ● Graphs or tables of student results with

and summative assessment for all students.		annotated analysis ● Evidence of the use of baseline and periodic assessments

4.2: Involves students in setting learning goals and monitoring their own progress.		
Teacher Look Fors	**Student Look Fors**	
Teacher Look Fors ● Teacher uses a variety of strategies for formative assessments and goals are embedded in instructional activities. ● Teacher provides examples of what a completed activity should look like including the criteria. ● Teacher uses competitive goal setting for students (e.g. try to beat your previous score.). ● Teacher provides opportunities for students to monitor their own progress. ● Teacher conferences with students to set and monitor goals using individual student performance data that the teacher has effectively maintained. ● Teacher instructs students on the creation of effective learning goals and objectives. ● Teacher creates meaningful learning goals that include student behavior, conditions for learning, clearly identified cognitive level and criteria for success. ● Teacher shares the learning target with the students at the start and end of the lesson. ● Teacher refers to the learning goal throughout the lesson. ● Teacher displays evidence of student progress in the classroom.	**Student Look Fors** ● Students are observed setting specific achievement goals (independently and/or with other students and/or the teacher. ● Students are observed monitoring and adjusting goals based on content and learning objectives. ● Students participate in informal questioning. ● Students communicate personal strengths and challenges. ● Students are responsible for documenting or graphing data regarding their learning/growth. ● Students can use metacognitive strategies to explain their thought process during assignments.	

4.3: Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.		
Teacher Look Fors	**Student Look Fors**	
Teacher Look Fors ● Teacher checks for student understanding using formal and informal assessments (to include but not limited to: Clickers, Kahoot, surveys, whiteboards, Kagan strategies, entrance/exit tickets, Fist of Five, Thumbs Up/Down, etc.). ● Teacher circulates the room to monitor student understanding and progress related to the learning objective and to provide immediate feedback to students. ● Teacher uses planned, aligned questioning strategies to assess student understanding. ● Teacher models and holds students accountable for correct use of academic vocabulary. ● Teacher presents students with a variety of opportunities for student choice to demonstrate learning (to include but not limited to: illustrations, PowerPoint, Prezi, posters, essays, songs, etc.). ● Teacher uses student interviews, conferences, and observations to collect data. ● Teacher uses artifacts of student learning to assess progress. ● Teacher uses anecdotal notes on lesson plans for adjusting instruction and levels of support. ● Teacher uses a variety of age appropriate assessment strategies and artifacts to check for understanding. ● Teacher documents essential questions (to include tiered questions) in the lesson plan and then uses them to formatively assess students during the actual lesson. ● Teacher calls on a variety of students in a deliberate manner. ● Teacher provides appropriate time for students to adequately demonstrate mastery. ● Teacher can adjust lesson immediately to clear up misconceptions and deepen student understanding. ● Teacher uses formal assessments for monitoring student progress (to include but not limited to: benchmarks, Interactive	**Student Look Fors** ● Students share their understanding of the learning objective by reporting their work and justifying their answers. ● Students participate in self-evaluation. ● Students use a variety of instruments (to include but not limited to: graphic organizers, entrance/exit tickets, interactive notebooks, journals, etc.) to demonstrate current level of mastery. ● Students can explain how they learned a particular objective. ● Students are observed using their voice with respect to choice of assessments. ● Students are observed self-correcting to increase their own learning. ● Students are comfortable during "wait" time and demonstrate the skill of reflecting before answering.	

Achievement, IXL, MAP, CIP, Unit tests, etc.).
- Teacher uses a table of specifications for teacher-made assessments.
- Teacher uses Bloom's taxonomy to address higher level cognitive skills.
- Teacher appropriately implements accommodations to allow students to access the curriculum and assessments at their level of ability.
- Teacher differentiates assessments in format and student response expectations.
- Teacher provides opportunities for students to make assessments to monitor progress toward mastery.
- Teacher uses a variety of questioning strategies (direct and whole group) to gauge students' mastery of content.
- Teacher uses backward design to unpack the standards to create assessments.
- Teacher uses timed and untimed assessments.
- Teacher uses planned and spontaneous assessment strategies during a lesson.

4.4: Aligns student's assessment with established curriculum standards and benchmarks.		
Teacher Look Fors	**Student Look Fors**	
- Teacher adheres to a written lesson plan as evidenced by the formal observation by the school leader. - The level of teacher questioning is aligned to the cognitive level of the standard. - Teacher uses the table of specifications to create assessments that are rigorous and aligned with the taxonomy. - Teacher assesses students using formative and summative assessments that mirror the SOL test (to include but not limited to: question stems, comprehensive collection of SOL standards, technology enhanced items, answer choices that promote problem solving to determine best choice, etc.). - Teacher uses the curriculum framework and table of specifications (content and cognitive levels) as a guide when lesson planning and when formulating and aligning student questions. - Teacher is able to clearly verbalize the current learning target. - Teacher monitors pacing guide progress through lesson plan development. - Teacher analyzes a variety of data to drive instruction, remediation, and lesson plan development. - Teacher uses spiral review to reinforce student performance on previously taught standards. - Teacher provides students with timely and constructive feedback on assessment results.	Students are able to clearly verbalize the current learning target.	

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.		
Teacher Look Fors	**Student Look Fors**	
- Teacher uses data collecting activities (to include but not limited do: rubric-based activities, entrance/exit tickets, student response with whiteboards, checklists, journals, revealed responses, running records, etc.) to check for understanding and activate prior learning. - Teacher uses data collection tools as evidence that all students are assessed and uses the data to inform instruction. - Teacher uses project-based activities to assess for mastery (to include by not limited to: quick writes, dioramas, foldables, cubing, brochures, shoebox, project boards, etc.). - Teacher clearly articulates expectations for grading practices/scales (to include but not limited to: identify frequency/rigor of assignments, indicate types of assessments, provides assessments that are aligned with rigor and content of SOLs, etc.). - Teacher regularly reviews grades with students and clearly outlines expectations for growth. - Teacher grading practices reflect evidence that the teacher reteaches material and allow students to retest to demonstrate mastery. - Teacher assigns grades that are snapshots of a student's progress towards mastering a given objective. - Teacher keeps grading current with appropriate, school approved weights and types of assessments. (e.g. data folders, data wall, spreadsheet) - Teacher uses research-based strategies, interventions, and formative assessments with fidelity and results are used to re-teach for mastery. - Teacher assessments reflect the written, taught, and tested SOL curriculum. - Teacher provides evidence of annotations and verbiage in lesson plans. - Teacher administers aligned and varied assessments that measure student mastery on a given objective or unit of instruction. - Teacher administers assessments that are aligned to standards.	Students are able to clearly verbalize the current learning target.	
4.6: Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.		
Teacher Look Fors	**Student Look Fors**	
- Teacher adjusts lesson plans, pacing guides, objectives, remediation, and student groupings as needed (at minimum) based on formative and summative assessment results and student level of mastery. - Teacher uses assessment data to form lessons for the next day and/or create differentiated, flexible student groups. - Teacher plans and uses higher-level cognitive questions in daily instruction to deepen student thinking and understanding and monitor student learning. - Teachers maintain artifacts of evidence of student mastery (to include but not limited to: folder of work samples, chronological records, interactive notebooks, entrance/exit tickets, individual goal sheets, etc.). - Teacher plans assessments in conjunction with support staff (e.g. instructional coaches, specialists) that reflect student performance data with spiral review and current concepts taught to the rigor to which the standard requires. - Teacher provides opportunities for students to offer their own feedback on assessment - Teacher provides evidence of data analysis, during post conferencing, which supports the activities and the differentiation in the classroom. - Teacher uses both formative and summative assessments	Students demonstrate self-evaluation through the use of reflections, rubrics, lesson plans, etc.	

4.7: Gives constructive and frequent feedback to students on their learning..		
Teacher Look Fors	**Student Look Fors**	
- Teacher adjusts lesson plans, pacing guides, objectives, remediation, and student Teacher conferences with students providing specific feedback both academic and behavioral. - Teacher provides feedback immediately on formative assessments (to include but not limited to: entrance/exit tickets, interactive notebooks, writing rubrics/assignments, journal entries, workstation deliverables, etc.). - Teacher provides feedback that addresses instructional/content misconceptions. - Teacher gives content specific feedback to all students as they are completing activities. - Teacher uses rubrics to give feedback connected to the standards/skills. - Teacher provides feedback that addresses instructional/content misconceptions. - Teacher avoids generic feedback like "good job." - Teacher gives feedback at the midway point of projects so that students can make adjustments as needed. - Teacher hosts conferences with students to reflect on progress and to adjust goal setting as needed. - Teacher models making his/her thinking visible and then encourages students to do the same (metacognition). - Teacher comments on student responses to include prompting student for deeper understanding and/or explanations of learning.		
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		
5.1 Arranges the classroom to maximize learning while providing a safe environment.		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for each indicator of this standard**
- Teacher can move around the room freely. - Teacher provides an equitable classroom arrangement that allows for space and movement during whole group instruction, small group instruction, partner work, and learning stations. (no separation based on race, ability, gender, etc.) - The environment is safe and free from hazards and bias. - Teacher considers student visibility when arranging the room. - Teacher ensures that pathways are established for movement and emergency exit - Teacher designates space for display of student work. - Teacher designates space for display of academic goals and data. - Teacher ensures that learning materials and resources are organized and readily available. - Teacher has ensured that space is accessible to students with disabilities.	- Students can move around the room freely. - Students can easily access learning materials and groupings (flexible grouping, flexible seating)	- Furniture is placed in a manner that provides optimum student learning and engagement. - Visual supports are evident on the wall - Provision are made for multiple use of spaces - Diagram of the classroom with identifying comments relevant to instruction - Diagram of alternative classroom arrangements used for special purposes with explanatory comments - 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 - List of classroom rules with brief explanation of the procedures used to develop and reinforce them - Student survey summary (required) - Evidence of a culturally responsive environment - Examples of collaborative work with peers - Evidence of communication with

		learners, parents/guardians, colleagues, and community
5.2: Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.		
Teacher Look Fors	**Student Look Fors**	
- At the start of the year, teacher and students work collaboratively to create classroom expectations and procedures and use student friendly language. - Teacher communicates expectations and procedures in multiple ways (Examples include but are not limited to: course syllabus, bulletin board, newsletter, web page, parent conferences, etc.). - Teacher instructs students on classroom expectations and procedures and re-visits this instruction as needed. - Teacher ensures that classroom expectations and procedures are consistent with school wide expectations. - Teacher uses developmentally appropriate tone and speech in a consistent and fair manner. - Teacher models expectations and procedures. - Teacher applies expectations to all students. - Teacher uses proactive techniques to reinforce desired conduct. - Teacher promptly and consistently responds to inappropriate behaviors/choices, reinforces appropriate learning behaviors, and documents in appropriate school records. - Teacher skillfully incorporates positive behavior intervention strategies (Examples include but are not limited to: redirection, conflict resolution, behavior contracts, parent communication logs, etc.).	- Students collaborate with teacher to create classroom expectations and procedures. The compact design may include teacher and student signatures. - Students can explain expectations and procedures. - During classroom instruction, activities, and transitions, students demonstrate behaviors that are consistent with posted expectations and procedures. - Students treat one another and the teacher with respect. - Students verify consistency and fairness of teacher implementation via student surveys and/or other sources of feedback.	
5.3: Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.		
Teacher Look Fors	**Student Look Fors**	
- Teacher has materials set up and readily available for the lesson prior to instruction beginning. - Teacher maintains a smooth flow of lesson presentation and avoids unnecessary interruptions. - Teacher has procedures in place for students to get needs met without interrupting instruction (Examples include but not limited to: what to do if a student needs to sharpen a pencil, arrive late to class, go to restroom, etc.). - Teacher has procedures in place to handle administrative tasks without interrupting instruction. - Teacher models the importance of ensuring that learning takes place from bell to bell. Evidence of this can be seen in the lesson plan that includes an opening, forms of practices, and a closing. - Teacher plans instructional delivery timeframes for each component of the lesson plan. - Teacher handles unexpected disruptions efficiently and immediately returns to instruction. - Teacher has procedures for transitions so that they are well organized, efficient, and maximize instructional time. - Teacher models and communicates an expectation of time on task for all students. - Teacher uses proximity control, verbal redirection, appropriate questioning strategies and other cues to redirect and quickly address off task student behavior. - Teacher has alternative activities prepared for students who finish early.	- Students adhere to procedures for interruptions. - Students demonstrate an understanding of expectations for transitions. - Students assist with routines to maximize time on task.	

5.3: Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.		
Teacher Look Fors	**Student Look Fors**	
- Teacher has materials set up and readily available for the lesson prior to instruction beginning. - Teacher maintains a smooth flow of lesson presentation and avoids unnecessary interruptions. - Teacher has procedures in place for students to get needs met without interrupting instruction (Examples include but not limited to: what to do if student needs to sharpen pencil, arrives late to class, needs to go to restroom, etc.). - Teacher has procedures in place to handle administrative tasks without interrupting instruction. - Teacher models the importance of ensuring that learning takes place from bell to bell. Evidence of this can be seen in the lesson plan that includes an opening, forms of practices, and a closing. - Teacher plans instructional delivery timeframes for each component of the lesson plan. - Teacher handles unexpected disruptions efficiently and immediately returns to instruction. - Teacher has procedures for transitions so that they are well organized, efficient, and maximize instructional time. - Teacher models and communicates an expectation of time on task for all students. - Teacher uses proximity control, verbal redirection, appropriate questioning strategies and other cues to redirect and quickly address off task student behavior. - Teacher has alternative activities prepared for students who finish early.	- Students adhere to procedures for interruptions. - Students demonstrate an understanding of expectations for transitions. - Students assist with routines to maximize time on task.	
5.4: Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.		
Teacher Look Fors	**Student Look Fors**	
- Teacher interactions with students reflect genuine respect and caring and communicate an expectation of the same behavior among students. - Teacher shows concern for students' emotional and physical well-being. - Teacher structures opportunities for students to work collaboratively so that each student's contributions are valued. - Teacher demonstrates reinforcing versus correcting comments. - Teacher offers positive praise. - Teacher provides immediate feedback. - Teacher addresses students by name and includes all students. - Teacher uses person first language and avoids using a label descriptor to create a caring and respectful environment - Teacher addresses student concerns and/or questions immediately. - Teacher facilitates assignment of pairs/groups rather than leaving it to students to pick. This ensures that a culture of "I got picked last" does not permeate the process. Teacher uses criteria such as student ability, performance, need, and specialized interests as a basis for groups. - Teacher does not engage in power struggles with students. - Teacher refrains from the use of sarcasm and a raised voice as means of classroom management. - Teacher plans activities that promote collaboration and balance student-led and teacher-led interaction. - Teacher establishes an expectation for individual goal setting. - Teacher addresses negative behaviors calmly and privately.	- Students demonstrate an understanding of the expectation to show one another respect. - Students are willing to participate. - Students ask questions without fear of embarrassment. - Students demonstrate a willingness to take risks in their thinking. - Students participate in individual goal setting. - Students feel encouraged to share their points of view and perspectives in class discussions. - Students support one another and volunteer to help one another.	

5.5: Promotes cultural sensitivity.		
Teacher Look Fors	**Student Look Fors**	
• Teacher is aware of the cultural differences in the classroom as evidenced by the use of varied culture examples during the lesson. • Teacher provides context for controversial cultural terms that are relevant and appropriate. • Teacher creates a classroom environment that is positive for all students. • Teacher uses rapport building activities to encourage students to share norms, traditions, and other aspects of their culture that are relevant to the content. • Teacher uses strategies that ensure that all students participate and actively engages all students in the classroom on a consistent basis. • Teacher demonstrates an awareness of student needs (physical, academic, social, and cultural). • Teacher models and promotes tolerance among students. • Teacher treats every student fairly. • Teacher communicates explicitly and fairly the expectation that students will show respect for all others. • Teacher promptly, fairly, and consistently corrects behaviors that do not promote/reflect respect for diversity. • Teacher selects materials/resources that are culturally diverse to incorporate non-traditional examples of cultures and their relationship to content allowing students to share their cultural experiences. • The teacher works to communicate classroom expectations and important information in multiple languages. • Teacher uses alternative instructional methods that enhance the learning for students with disabilities as a mechanism to teach all students. • Teachers display signs, posters, and other materials that represent cultural differences to include different languages. • Teacher provides alternative assignments that are culturally sensitive when appropriate	• Students demonstrate tolerance for one another. • Students' collaborative work is respectful and demonstrates an understanding of various cultures.	
5.6: Respects students' diversity, including language, culture, race, gender, and special needs.		
Teacher Look Fors	**Student Look Fors**	
Teacher Look Fors • Teacher creates a classroom environment that is respectful of all groups including language, culture, race, gender, and special needs. • Teacher models and promotes respect for all including language, culture, race, gender, and special needs. • Teacher models the use of language and terminology that is free of bias. • Teacher presents content from multiple perspectives when appropriate to the learning task. • Teacher recognizes and responds to individual students in a manner respectful of their diversity. • Teacher lesson plans are based on student needs (ELL, special education, etc.). • Teacher selects instructional materials that are inclusive of a diverse student make up. • Teacher provides documents in native languages when needed and when possible. • Teacher immediately addresses culturally inappropriate behavior and comments. • Teacher is knowledgeable and accurately implements accommodations generated from documents relating to students with disabilities (Examples include but are not limited to: IEPs, 504 plans, student intervention teams, child study teams, etc.). • Teacher accurately implements ELL policies and procedures in serving English Language Learners.	**Student Look Fors** • Students are expected to participate in all classroom activities. • Students are encouraged to share norms, traditions, and other aspects of their culture. • Students demonstrate that student choice is taken into account and include options that are sensitive to culture, race, creed, and gender. • Students are expected to listen to one another and to respect differences. • Students are given time to process ideas that are different from their cultural norms. • Students have access to language dictionaries as needed. • Student work samples are displayed to promote the diversity of the classroom.	

5.7: Actively listens and pays attention to students' needs and responses.		
Teacher Look Fors	**Student Look Fors**	
- Teacher uses multiple strategies for student to respond and to check for understanding (Examples include but are not limited to: thumbs up/down, whiteboard display, fist to 5, see 3 before me, cold call, peppering, etc.). - Teacher engages in active listening and appropriately addresses student needs in a timely manner. - Teacher monitors students' questions in cooperative groups and provides feedback to address the questions. - Teacher circulates the room to check for understanding, monitor discourse, and engage students 1:1 or in small groups. - Teacher stops and listens to student questions to include making eye contact and restating the question. - Teacher listens to student responses and provides feedback or further questions that encourage students to participate freely in classroom discussions. - Teacher's response to questions demonstrates understanding and sensitivity. - Teacher listens for verbal and watches for nonverbal cues from students to assess students' needs while continuing instruction. - Teacher provides wait time for students' responses to questions. - Teacher creates opportunities for students to provide feedback and praise one another. - Teacher acknowledges and factors in opposing viewpoints.	- All students actively engage in classroom discussions. - Students use questions and responses as a means to be engaged in the lesson. - Students do not hesitate to ask questions. - Students support one another by asking questions of one another. - Students participate in surveys and provide feedback to the teacher. - Students have the opportunity to share their ideas through reflections and problem solving.	
5.8: Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.		
Teacher Look Fors	**Student Look Fors**	
- Teacher moves around the room to work with individuals, partners, and groups depending on student needs. - Teacher provides appropriate modeling to all students/groups. - Teacher plans for the appropriate use of guided reading/math strategies. - Teacher plans for closure of activity/lesson. - Teacher uses assessments to adapt lessons according to the individual learning needs of students. - Teacher balances direct instruction with student-led instruction or discussion. - Teacher divides instructional time into appropriate chunks to allow for a variety of learning experiences. - Teacher has structures for transitions to preserve instructional time. - Teacher states the learning objective in student friendly terms and maintains an instructional focus on the objective and desired learning outcomes. - Teacher lessons are tiered and differentiated. - Teacher has organized the classroom for specific instructional functions to support independent, paired, small group, and whole group instruction. - Teacher teaches, models, and uses small group and student pair processes. - Teacher uses formative assessment frequently and adjusts instruction accordingly to maximize learning. - Teacher incorporates a variety of groupings as well as adequate opportunities for independent practice during instruction to maintain student engagement and support the learning objectives. - Teacher accommodates different rates of task completion by having relevant supplemental tasks ready for students who finish early.	- Students demonstrate an understanding of individual and small group processes. - Students transition smoothly from one learning activity to another.	

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.		
6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for each standard**
• Teacher clocks in on time and ready before students arrive • Teacher dresses appropriately • Teacher regularly attends school based and district professional learning • Teacher works with colleagues (collaboration) • Teacher communicates effectively with parents • Teacher participates in duties as assigned (extracurricular activities) • Teacher attends formal and informal meetings • Teachers speaks to students with respect		• PLP with progress monitoring data (required) • Self-Evaluation (Required) • Record of participation in extracurricular activities and events • Record of professional learning taken or given with annotated analysis • Record of service as a member of leadership or goal group team for a school education plan (SEP) Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community • Copy of classroom newsletter or other parent information documents • Sample copy of interim reports • Phone log, email, home visit log
6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.		
Teacher Look Fors	**Student Look Fors**	
• Teacher is knowledgeable of School Board policy that impacts their job. • Teacher adheres to School Board policy.		
6.3 Incorporates learning from professional growth opportunities into instructional practice..		
Teacher Look Fors	**Student Look Fors**	
• Teacher participates in division-wide and school based professional learning		
6.4 Sets goals for improvement of knowledge and skills.		
Teacher Look Fors	**Student Look Fors**	
• Teacher uses the Professional Learning Plan to set goals for improvement		
6.5 Engages in activities outside the classroom intended for school and student enhancement.		
Teacher Look Fors	**Student Look Fors**	
• Teacher engages in school or division activities to further enhance school and student engagement.		

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.		
Teacher Look Fors	**Student Look Fors**	
• Teacher engages in school and division professional learning communities.		

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.		
Teacher Look Fors	**Student Look Fors**	
• Teacher use various forms of communication to build relationships with parents and guardians.		

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.		
Teacher Look Fors	**Student Look Fors**	
• Teacher leads and participates in professional learning communities		

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.		
Teacher Look Fors	**Student Look Fors**	
• Teacher communicates in written and oral form in a professional manner in all communities.		

Performance Standard 7: Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.		
7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.		
Teacher Look Fors	**Student Look Fors**	**Evidence from artifacts represent a sample for indicator of this each standard**
• Teacher sets SMART goals for all students based upon data and the goals of the grade-level/content • Teacher includes students in the goal-setting process whenever possible	• Students set individual goals	• Student data tracking system (use of PowerSchool, Google classroom, Canvas, portfolio, binder, and media apps). • Midyear PLP Review • Transfer task results with annotated analysis • Reading Data (RI, MAP, PALS, QRI, F&P, TCRP, TCWP, etc.) with annotated analysis • Math data (MAP, Imagine Math, VKRP, MDA, etc.) with annotated analysis • Classroom Assessments (unit assessments, formative assessments, summative assessments, transfer tasks, exit tickets, etc.) with annotated analysis • Data tracking system (e.g.: data binder, data spreadsheet, PowerSchool, Google classroom)

		- e.g.P. goal data - WIDA data - PLP goal analysis - Summative assessment data - End of Year Self-reflection (required) - Average yearly AP Scores - National Language Exams - VAAP - SOL's (if available) - Student data spreadsheets with growth metrics - Examples of rubrics and feedback given to students - Rubrics - Student reflections on goals set and met/unmet
7.2 Documents the progress of each student throughout the year.		
Teacher Look Fors	**Student Look Fors**	
- Teacher has students write reflections on data and strategize ways to make gains and meet new objectives - Teacher focuses on progress monitoring through maintaining constant assessment data to drive instruction - Teacher gathers baseline/pre-assessment data and compares it to formative and summative data to determine growth.	students maintain a data tracking system	
7.3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress		
Teacher Look Fors	**Student Look Fors**	
- Teacher updates the PLP with evidence and reflects upon achievement of goals. - Teacher writes and incorporates unit assessments - Teacher compares summative student data to achievement goals	- Student portfolio of academic achievement - Student goal-tracking system	
7.4 Uses available performance objective data to continually document and communicate student academic progress and develop interim learning targets.		
Teacher Look Fors	**Student Look Fors**	
- Teacher uses data passed on from previous teachers? (reading levels data, math data, etc.) - Teacher utilizes a data tracking system - Teacher consistently shares data with students and provides them with actionable feedback to improve their learning - Teacher incorporates goal setting with students (beginning, middle, and the end of the year) - Teacher desegregates data to create action plans (reteaching/remediation) - Teacher discusses with parents and students their academic goals for the year. - Teacher provides timely feedback	- Have a data tracker that they keep with goals the monitor throughout the unit/year - Utilize teacher feedback to reattempt mastery of a standard - Uses rubrics to assess their own mastery of content/skills - students can articulate their progress	

ACPS English Learner (EL) Best Practices

EL Best Practice	What is it?	How might this look in remote learning spaces?
Culturally Responsive Instruction	● Maintain a classroom climate in which all students' cultures are equally respected. ● Hold high expectations for all students and engage them in rigorous, meaningful and relevant instruction. ● Consider linguistic/cultural diversity when grouping students and employ equitable pedagogy such as using culturally relevant texts, cooperative learning, etc.	● **Building upon student interests** by developing and administering student interest surveys in order to: 　○ assign non-fiction books that build on student interests; 　○ create a playlist of documentaries or videos, nature shows, historical events, etc.; 　○ encourage kids and parents to do a walk-about, if that's possible in their community, following social distancing guidelines. 　○ encourage parents and students to seek out community curiosities (landmarks or interesting sights) relevant to students' interest. ● **Reaching out one-to-one to families** to build the relationships that are essential, especially during these challenging times ● **Engaging students in meaningful, relevant and authentic experiences and conversations** about current events, such as Covid-19, the Black Lives Matter Movement, the election, changing names of racist football teams and schools etc.
Explicit Instruction of Language	● Lesson includes a language objective that addresses academic language features of the content and/or genre being taught, such as key vocabulary, language functions, transitional expressions, grammatical constructions, etc. ● Teacher provides a model of oral and written discourse.	● **Analyzing** chats, responses to questions, listening to recordings of students using FlipGrid, Canvas Audio, or recording videos & students speaking / writing to support future language lessons ● **Incorporating all 4 language domains**: reading, writing, listening and speaking
Building Background / Activating Prior Knowledge	● Explicit and culturally relevant connections are made between past experiences, past learning, and new concepts. ● Teacher incorporates activities to build background knowledge with the students when necessary.	● **Posting advanced access** to various forms of multimedia to help students preview content (e.g., video, podcast, etc.) ● **Sharing screens** to show relevant videos or other visuals to build background on a topic ● Providing students with **anticipatory guides** (Canvas, Google Forms,etc.) ● Using strategies like **Inquiry Chart, Observation Charts, KWL** chart or another Thinking Routine. Students can respond synchronously in breakout rooms, the chat, or via asynchronous discussions through Canvas, Padlet, Google Classroom or FlipGrid.
Comprehensible Input	● Visuals, gestures, realia, demonstrations, modeling, leveled texts, and other resources/strategies are used to ensure that concepts and content are accessible to students. ● Primary language use is supported as appropriate through the use of bilingual dictionaries, linguistic buddies, primary language think/discussion time, etc.	● **Strategically sharing your screen** throughout a lesson to increase comprehensibility (e.g., sharing PowerPoint's / Google Slides) ● **Using gestures and total physical response** (TPR) to convey information / concepts / vocabulary more dramatically ● **Encouraging students to "say it with me" and "read it with me"** so that students use the vocabulary / content language ● **Being mindful** of your rate/volume of speech. Keep your explanations short, concise and clear. ● **Modeling how to navigate new technology tools.** Practice those routines in a way that gradually builds teacher and student proficiency before expecting in depth work with new content.
Quality Interaction	● Teacher provides opportunities for structured and purposeful student discourse and interaction through the use of cooperative learning.	● **Leaving space and time** for students to connect and socialize with peers ● **Planning for interactions** in Zoom breakout rooms using

	• Teacher models clear roles, expectations, and outcomes for student discourse (e.g., word bank and sentence starters / frames)	discussion protocols and cooperative learning structures (e.g., round robin, rally robin, think-group-share) • **Strategically using chats and discussion boards** to support academic discourse and oral / written language Canvas, Flipgrid or other platforms.
Metacognition	• Students are encouraged and instructed in how to think about their learning. • Teacher provides instruction in strategy use, promote metalinguistic awareness (ex. identifying patterns in language), and develop students' abilities to use self-assessments in order to monitor their own learning.	• **Getting students to reflect** on their learning through daily or weekly reflections. • **Giving feedback frequently** through comment features or functions in Google Docs, Padlet. • **Asking students for feedback.** Students are a great resource for technology tips and suggestions.
Differentiation	• All students are engaged in learning grade-level content concepts with appropriate scaffolding according to students' proficiency levels. • Examples of scaffolds may include: sentence frames, graphic organizers, word banks, adapted materials, peer-assisted learning, etc.	• **Using digital graphic organizers** • Providing **leveled texts** in print or online (e.g., Newsela, Scholastic) • Providing **differentiated sentence frames** to build students extended discourse, both oral and written. These can be shared via PowerPoint slides, or in the chat box on Zoom • **Using the WIDA's Performance Definitions** for Listening and Reading and Speaking and Writing to make formative assessments on students' learning and language growth.

EL Best Practices For Language Acquisition In The Tier I Classroom

Tier I EL Best Practice For Language Acquisition
Activating Prior Knowledge/Building Background   I make explicit links between past experiences, past learning, and new concepts and incorporate activities to build background knowledge with the students.
Comprehensible Input   I use visuals, gestures, realia, demonstrations, modeling, leveled texts, and other resources/strategies such as bilingual dictionaries, linguistic buddies, and primary language think/discussion time to ensure that concepts and content are accessible to students.
Explicit Instruction of Language   I include both content and language objectives in my lessons. My instruction includes the academic language features of the content and genre being taught, such as key vocabulary and transitional expressions. I provide models of oral and written discourse.
Differentiation   I provide scaffolds according to students' proficiency levels, including sentence frames, graphic organizers, word banks, adapted materials, peer-assisted learning, etc.
Quality Interaction   I provide opportunities for student discourse and interaction by using cooperative learning structures and modeling clear roles, expectations, and outcomes for student discourse.
Cultural Responsiveness   I make connections between the students' lives, cultures, languages, and the curriculum. I employ equitable pedagogical practices, such as using heterogeneous cooperative learning groups and addressing multiple learning styles during instruction.
Metacognition   I encourage and instruct my students on how to think about their learning. I provide instruction in strategy use, promote metalinguistic awareness (e.g.) identifying patterns in language), and develop students.

The ACPS Teacher Support Framework and Resource Chart

Growing Great Teachers (Universal)	***Taking Great Teachers To The Next Level***
• Implementation of Teacher Evaluation System with Fidelity • Participating Peer Observations • Evaluative and Nonevaluative Feedback • Participating Professional Learning Communities • Check and Connect with School Administrator • Supportive Dialogue with School Administrator • Receiving Peer Coaching • Receiving Peer Mentoring • School-Based Professional Learning • ACPS Professional Learning	• Implementation of Teacher Evaluation System with Fidelity • Leading Peer Observations • Evaluative and Nonevaluative Feedback • Leading Professional Learning Communities • Check and Connect with School Administrator • Supportive Dialogue with School Administrator • Serving As a Peer Coach • Serving As a Peer Mentoring • School-Based Professional Learning • School-Based Professional Learning Presenter • ACPS Professional learning • National Conference Participant and Presenter

Evaluation Schedules - Evaluation Schedule – Probationary Teachers (P1, P2, and P3)

Timeline	Activity for Teacher Professional Growth and Evaluation	Task or Document	Responsibility of:	
			Administrator	**Teacher**
Frequency of Evaluation Timelines may be adjusted based upon hire date, leave status, or other circumstances relevant to the particular teacher or administrator	*Teachers will be evaluated according to the standards set for in the Code of Virginia*			
By the end of September	Review of teacher evaluation procedures for all employees	Teacher Performance Evaluation Handbook	✔	✔
By Mid to End of October	Completion of PLP and Student Academic Goal (Standard #7)	PLP in TalentEd Goal Setting for Student Academic Progress Goal Setting For Teacher Professional Growth	✔	✔
Walkthroughs Conducted In Any Quarter	2 Walkthroughs Are Required Can Be Conducted During Any Quarter	Walkthrough Form in TalentEd	✔	
Formal Observations Completed By Quarter 3	2 Formal Observations Pre-Conference Recommended Post-Conference Required Recommended Scheduled: Formative #1 – Completed By Quarter 2 Formative #2 –Completed By Quarter 3	Formal Observation Form in TalentEd	✔	
By Mid-January	Administration of Student Survey Student Survey Summary Completed	Teacher Documentation Log		✔
Mid-Year Review/ Evaluation By End Of February	Mid-year review of Student Progress Goals Submission of Teacher Documentation Logs Hold Mid-year Performance Evaluation Conferences Self-Evaluation	PLP in TalentEd Teacher Documentation Log		✔
By The Beginning Of March	Completion Of 2nd Formal Observations	Formal Observation Form in TalentEd	✔	
By April 15	Summative Evaluation	Summative Evaluation Form in TalentEd	✔	
By Mid-June	Final Submission of PLP	TalentEd		✔

Evaluation Schedule – Continuing Contract Teachers In Years One and Two Of The Evaluation Cycle (C1 and C2)

Timeline	Activity for Teacher Professional Growth and Evaluation	Task or Document	Responsibility of:	
			Administrator	Teacher
Frequency of Evaluation Timelines may be adjusted based upon hire date, leave status, or other circumstances relevant to the particular teacher or administrator	*Teachers will be evaluated according to the standards set for in the Code of Virginia*			
By the end of September	Review of teacher evaluation procedures for all employees	Teacher Performance Evaluation Handbook	✔	✔
By Mid to End of October	Completion of PLP and Student Academic Goal (Standard #7)	PLP in TalentEd Goal Setting for Student Academic Progress Goal Setting For Teacher Professional Growth	✔	✔
Walkthroughs Conducted In Any Quarter	Walkthroughs Are Optional But Recommended Can Be Conducted During Any Quarter	Walkthrough Form in TalentEd	✔	
Formal Observations Completed By Quarter 3	2 Formal Observations Pre-Conference Recommended Post-Conference Required Recommended Scheduled: Formative #1 – Completed By Quarter 2 Formative #2 –Completed By Quarter 3	Formal Observation Form in TalentEd	✔	
By Mid-January	Administration of Student Survey Student Survey Summary Completed	Teacher Documentation Log		✔
Mid-Year Review/ Evaluation By End Of February	Mid-year review of Student Progress Goals Submission of Teacher Documentation Logs Hold Mid-year Performance Evaluation Conferences Self-Evaluation	PLP in TalentEd Teacher Documentation Log		✔
By The Beginning Of March	Completion Of 2nd Formal Observations	Formal Observation Form in TalentEd	✔	
By Mid-June	Final Submission of PLP	TalentEd		✔

Evaluation Schedule – Continuing Contract Teachers for Teachers In Year Three Of The Evaluation Cycle (C3)

Timeline	Activity for Teacher Professional Growth and Evaluation	Task or Document	Responsibility of:	
			Administrator	Teacher
Frequency of Evaluation Timelines may be adjusted based upon hire date, leave status, or other circumstances relevant to the particular teacher or administrator	*Teachers will be evaluated according to the standards set for in the Code of Virginia*			
By the end of September	Review of teacher evaluation procedures for all employees	Teacher Performance Evaluation Handbook	✔	✔
By Mid to End of October	Completion of PLP and Student Academic Goal (Standard #7)	PLP in TalentEd Goal Setting for Student Academic Progress Goal Setting For Teacher Professional Growth	✔	✔
Walkthroughs Conducted In Any Quarter	Walkthroughs Are Optional But Recommended Can Be Conducted During Any Quarter	Walkthrough Form in TalentEd	✔	
Formal Observations Completed By Quarter 3	2 Formal Observations Pre-Conference Recommended Post-Conference Required Recommended Scheduled: Formative #1 – Completed By Quarter 2 Formative #2 –Completed By Quarter 3	Formal Observation Form in TalentEd	✔	
By Mid-January	Administration of Student Survey Student Survey Summary Completed	Teacher Documentation Log		✔
Mid-Year Review/ Evaluation By End Of February	Mid-year review of Student Progress Goals Submission of Teacher Documentation Logs Hold Mid-year Performance Evaluation Conferences Self-Evaluation	PLP in TalentEd Teacher Documentation Log		✔
By The Beginning Of March	Completion Of 2nd Formal Observations	Formal Observation Form in TalentEd	✔	
By April 15	Summative Evaluation	Summative Evaluation Form in TalentEd	✔	
By Mid-June	Final Submission of PLP	TalentEd		✔

Teacher Documentation Logs

Document logs are a concise collection of specific artifacts, sometimes containing documents required and specific to the teacher's work within the school division. Documentation logs should contain a documentation log cover sheet. *It is preferred that documentation logs are submitted in an electronic format.* Teachers should work with school-based Technology Integration Specialists for assistance.

 Each standard within the documentation log represents a weighted in percentages in the teacher's total evaluation:

Teacher Performance Standard	Weight
Standard 1	15
Standard 2	15
Standard 3	15
Standard 4	15
Standard 5	15
Standard 6	10
Standard 7	15

Probationary and Performance Improvement Plan Teachers

For probationary teachers and teachers on Performance Improvement Plans, the document log contains items relevant to a single evaluation year, specifically the current evaluation year. A new document log is begun for each evaluation cycle.

Continuing Contract Teachers in Year One, Two, and Three Of The Evaluation Cycle

Teachers with continuing contracts on a three-year evaluation cycle maintain the document log for three years and empty it upon completing the three-year cycle. Teachers should be collecting documents for each year. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: 2019-2020 Parent Contact Log).

Sample Documentation Evidence

Suggested documentation for each of the seven performance standards is listed below.

1. **Professional Knowledge**: The teacher demonstrates an understanding of the curriculum, subject content, and students' developmental needs by providing relevant learning experiences.

Summary of a plan for integrating instruction
Class profile
Annotated list of instructional activities for a unit
Annotated photographs of teacher-made displays used in instruction
Annotated samples or photographs of instructional materials created by the teacher
Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)
Summary of consultation with appropriate staff members regarding special needs of individual students

2. **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.

Course syllabus
Lesson plan
Intervention plan
Substitute lesson plan

3. **Instructional Delivery**: The teacher effectively engages students in learning by using various instructional strategies to meet individual learning needs.

Samples of handouts/presentation visuals
Technology samples on disk

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.

PLP - Required
Brief report describing your record-keeping system and how it is used to monitor student academic progress
Copy of teacher-made tests and other assessment measures
Copy of scoring rubric used for a student project
Summary explaining grading procedures
Photocopies or photographs of student work with written comments
Samples of educational reports, progress reports, or letters prepared for parents or students

5. **Learning Environment:** The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment conducive to learning.

Student Survey Summary (for teachers of students in grades 1-12) - Required
List of classroom rules with a brief explanation of the procedures used to develop and reinforce them
Diagram of the classroom with identifying comments
Diagram of alternative classroom arrangements used for special purposes with explanatory comments
Schedule of daily classroom routines
Explanation of behavior management philosophy and procedures

6. **Professionalism:** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that enhances student learning.

Résumé
Documentation of presentations given
Certificates or other documentation from professional learning activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)
Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
Samples of communication with students, parents/guardians, and peers

7. **Student Academic Progress:** The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Student Achievement Goal Setting Form
Chart of student academic progress throughout the year
Analysis of grades for the marking period
Log of collegial collaboration
Documentation of meeting established annual goals
Test critique
Table of key knowledge and skills which indicates level of student mastery
Student progress data, if available
Data on student achievement from other valid, reliable sources

Teacher Documentation Log Cover Sheet

Teacher Name		Examples of Artifacts	School Year
Grade		Please see Instructional Look Fors on pages 27-47	Evaluation Cycle
Subject		*MINIMUM of One quality artifact per standard would provide supporting evidence for a proficient standard*	Position
Standard	Weighted Percentages		
1. Professional Knowledge	15%	Examples of artifacts include: students	
2. Instructional Planning	15%	Examples of artifacts include:	
3. Instructional Delivery	15%	Examples of artifacts include:	
4. Assessment of and for Student Learning	15%	Examples of artifacts include:	
5. Learning Environment	15%	Examples of artifacts include:	
6. Professionalism	10%	Examples of artifacts include:	
7. Student Academic Progress	15%	Examples of artifacts Include:	

Required Items

The ACPS Professional Learning Plan, survey summary sheet, self-evaluation, and self-reflection are required artifacts in the documentation log for all teachers every year. For Standard 7, teachers will be required to submit at least **one** piece of evidence in addition to their SMART goal. Teachers are encouraged to submit multiple measures of data as evidence of student academic progress.

Documentation Log Self-Reflection Questions

The following questions can be used as a self-reflective guide for compiling your documentation log and guiding your evaluator's meeting.

For each standard:
1.   What is this artifact? Why is it significant? How is it connected (either directly or indirectly) to student learning? And what evidence can you cite that supports this?
As you reflect on your documentation log as a whole, answer the following questions:
2.   What unifying theme or pattern emerges from the artifacts you chose to include in your documentation log?   3.   How does this pattern influence your next steps in impacting students?   4.   Did you incorporate any new/revamped instructional techniques within your documentation log? What was the impact on student achievement?   5.   In thinking about your professional activities and artifacts, what was most effective in impacting student learning? Why?   6.   Considering the patterns evident in your professional activities, what is your plan to further impact student learning in the future?

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (e.g., for formal observations, classroom management, class culture, student relationships, and equity). In grade 1 through grade 12 teacher evaluation systems, the survey's sole purpose is to provide feedback directly to the teacher for professional growth and development. Student surveys may be required for all teachers, but teachers retain exclusive access to the surveys' results regarding their performance. Teachers should administer annual student surveys prior to December 15th and complete the Survey Summary no later than the established Mid-Year goal check.

Elementary Teachers

Teachers at the elementary level should survey their entire class.

Grades 1-2 Student Survey

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher's Name   School Year

Example: I ride a school bus to school.

1. My teacher listens to me.

2. My teacher gives me help when I need it.

3. My teacher shows us how to do new things.

4. I know what I am supposed to do in class.

5. I am able to do the work i class.

6. I learn new things in my class.

COMMENTS:

Grades 3-5 Student Survey

Directions: _Follow along as I read the statements. Respond to the statements by placing a check mark (☑) beneath the response – "YES," "SOMETIMES," or "NO" – that best describes how you feel about the statement._

Teacher's Name		School Year		Class Period	

		YES	**SOMETIMES**
Example: I like listening to music.		❏	☐
1.	My teacher listens to me.	❏	❏
2.	My teacher gives me help when I need it.	❏	❏
3.	My teacher shows us how to do new things.	❏	❏
4.	My teacher encourages me to evaluate my own learning.	❏	❏
5.	I am able to do the work in class.	❏	❏
6.	I learn new things in my class.	❏	❏
7.	I feel safe in this class.	❏	❏
8.	My teacher uses many ways to teach.	❏	❏
9.	My teacher explains how my learning can be used outside of school.	❏	❏
10.	My teacher explains why I get things wrong on my work.	❏	❏
11.	My teacher shows respect to all students.	❏	❏
12.	My teacher demonstrates helpful strategies or skills for my learning.	❏	❏
13.	There are opportunities to reflect on my learning in my class.	❏	❏
14.	My teacher allows me to make some choices about my learning.	❏	❏

COMMENTS

Middle/High School Teachers

Teachers at the middle- and high school levels should administer surveys to two classes of students representing their teaching assignment(s) during a specified year. For example, suppose a teacher has an honors/AP and a general education class. In that case, one survey should be administered to the honors/AP class and the other to the general education/co-taught class. If teachers only have one level of a class or multiple grade-level classes, they may select any two classes. If a teacher is a special education or EL teacher, the teacher should choose one co-taught class and one self-contained (Sped) or EAP (EL).

At the teacher's discretion, additional questions may be added to the survey. The teacher will retain sole access to the student surveys; however, the teacher will summarize the surveys to the evaluator. (Note: The student survey summary can be included in the teacher's document log.) There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) designed to reflect developmental differences in students' ability to provide useful feedback to their teacher. Student Surveys and the accompanying Survey Summary Sheet provide unique formative feedback. All surveys should be completed anonymously to promote honest feedback.

Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree, circle 5. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name

School Year

Class Period

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.	1	2	3	4	5
1. My teacher creates a classroom environment that allows me to learn.	1	2	3	4	5
2. My teacher encourages me to evaluate my own learning.	1	2	3	4	5
3. My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4	5
4. My teacher gives clear instructions.	1	2	3	4	5
5. My teacher shows respect to all students.	1	2	3	4	5
6. My teacher is available to help outside of class.	1	2	3	4	5
7. My teacher grades my work in a timely manner.	1	2	3	4	5
8. My teacher relates lessons to other subjects or the real world.	1	2	3	4	5
9. My teacher respects different opinions.	1	2	3	4	5
10. My teacher uses a variety of activities in class.	1	2	3	4	5
11. My teacher encourages all students to learn.	1	2	3	4	5
12. My teacher expects me to be successful.	1	2	3	4	5
13. My teacher is knowledgeable about the subject.	1	2	3	4	5
14. My teacher provides helpful feedback.	1	2	3	4	5

COMMENTS:

Grades 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle 1; if you strongly agree, circle 5. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name   School Year   Class Period

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.	1	2	3	4	5
In this class, my teacher…					
1. gives clear instructions.	1	2	3	4	5
2. treats everyone fairly.	1	2	3	4	5
3. is available for help outside of class time.	1	2	3	4	5
4. clearly states the objectives for the lesson.	1	2	3	4	5
5. grades my work in a reasonable time.	1	2	3	4	5
6. relates lessons to other subjects or the real world.	1	2	3	4	5
7. allows for and respects different opinions.	1	2	3	4	5
8. encourages all students to learn.	1	2	3	4	5
9. uses a variety of activities in class.	1	2	3	4	5
10. communicates in a way I can understand.	1	2	3	4	5
11. manages the classroom with a minimum of disruptions.	1	2	3	4	5
12. shows respect to all students.	1	2	3	4	5
13. consistently enforces disciplinary rules in a fair manner.	1	2	3	4	5
14. makes sure class time is used for learning.	1	2	3	4	5
15. is knowledgeable about his/her subject area.	1	2	3	4	5
16. clearly defines long-term assignments (such as projects).	1	2	3	4	5
17. sets high expectations.	1	2	3	4	5
18. helps me reach high expectations.	1	2	3	4	5
19 assigns relevant homework.	1	2	3	4	5
20. communicates honestly with me.	1	2	3	4	5

COMMENTS:

Student Survey Summary

Self-reflection is an important part of professional growth and development. The Student Survey Summary along with the Self-Evaluation supports teachers in this development. Self-reflection allows teachers to reflect on lessons, class culture, student relations, equity, student achievement and feedback from student surveys. The teacher retains sole access to the results of the student surveys with a summary of the survey data provided in the Documentation Log. A *Student Survey Summary Form* is provided.   The PLP, the student survey feedback form, and self-evaluation should include teacher self-reflection.

Student Survey Summary	
Teacher's Name:	School Year:
Grade(s)	Subject(s):
Survey Version Given: ☐ Grades K-2 ☐ Grades 3-5 ☐ Grades 6-8 ☐ Grades 9-12	
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) (e.g., list appropriate demographic characteristics such as grade level and subject for students).	
5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).	

6.   Self-Reflection: Analyze survey responses and answer the following questions:
    a)   What did students perceive as your major strengths?
    b)   What did students perceive as your major weaknesses?
    c) How can you use this information for continuous professional growth?	

Include a copy of this Student Survey Summary as evidence in the Learning Environment section of the Documentation Log.

Self-Evaluation

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for self-improvement. When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and making the improvements increases dramatically. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. A sample *Teacher Self-Evaluation Form* is provided on the following pages.

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for various reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies below to support and enhance teachers' self-evaluation.

Strategies To Enhance Self-Evaluation
Self-reflection tools: These involve checklists, questionnaires, and rating scales completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.
Media recording and analysis: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.
Student feedback: Surveys, journals, and questionnaires can provide a teacher with the students' perspective.
Teacher portfolio: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.
Student performance data: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.
External peer observation: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.
Journaling: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.
Collegial dialogue/experience sharing/joint problem solving: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst to examine their own practices.

Teacher Self-Evaluation Form

Teacher Name_____ Date_____

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard. Due prior to March 1.

1. Professional Knowledge

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

Areas of strength:

Areas needing work/strategies for improving performance:

2. 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.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Delivery

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

 Areas of strength:

 Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

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

Areas of strength:

Areas needing work/strategies for improving performance:

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.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

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

Areas of strength:

Areas needing work/strategies for improving performance:

Part 4: Documenting Teacher Performance

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the teacher's work. The sources of information described in the following chart were selected to provide comprehensive and accurate teacher performance feedback. These documentation sources for teacher evaluation are used for both probationary and continuing contract teachers.

Documentation Sources for Teacher Evaluation

Data Source	Definition
Comprehensive Walkthrough Form (**Informal Observations**)	Comprehensive walkthroughs (informal observations) are intended to provide more frequent information on the teacher's wider variety of contributions. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and a review of student data.
Student Surveys	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher, who prepares a survey summary for inclusion in the portfolio. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).*
Documentation Logs	Documentation logs provide documentation generated by the teacher for the seven performance standards.
Self-Evaluation	Self-evaluations reveal the teacher's perceptions of their job performance.

Comprehensive Walkthroughs

The comprehensive walkthrough form provides a standardized expectation for all teachers. This document can be used for evaluative purposes when used by administrators and nonevaluative purposes when used by instructional specialists and central office staff. An effective lesson's elements provide the criteria for instructional practices that should be evident across all ACPS classrooms. The comprehensive walkthrough form will be used for walkthrough observations.

The comprehensive walkthrough is intended to provide information on a wide variety of contributions made by teachers in the classroom or the school community. 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 serve as sources of information. Direct classroom observation can be a useful way to collect information on teacher performance; as a stand-alone data collection process; however, it has major limitations.

If the purpose of a teacher evaluation system is to provide a comprehensive picture of performance in order to guide professional growth, then classroom observations should be only one piece of the data collection puzzle. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Specifically, **walkthrough observations can be conducted in a variety of settings** and take on a variety of forms, including quick, drop-by classroom visits, IEP Meetings, Parent Conferences, to more formal, pre-planned observational reviews using validated instruments for documenting observations. Walkthrough observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. A sample of the comprehensive walkthrough observation form is found on the next page.

Comprehensive Walkthrough Form

Date	
Observer's Name	
Class Setting	Advanced Placement (High School) Early Childhood EL Specialized Instruction Standard Level Talented and Gifted/Honors
Teacher's Name	
Subject Area	AVID English/Language Arts Math Physical Education/Health Social Studies Science World Language Career and Technical Education Fine Arts (Art, Music, Theatre)
Grade Level	

1. Is the lesson clearly aligned with required curriculum standards and pacing?
   a. Yes
   b. No
2. Is the lesson objective posted?
   a. Yes
   b. No
3. The lesson objective identifies specific and measurable learning behaviors as well as conditions for performance and evaluation criteria.
   a. Yes
   b. No
4. Does the essential question represent the "big ideas" of the content being studied, and are they revisited throughout the lesson?
   a. Yes
   b. No
5. Does the lesson begin with a warm-up/activator that engages students and establishes the "compelling why" of the lesson?
   a. Yes
   b. No
   c. Did not observe the beginning of the class

6. Is there evidence of student engagement structures and strategies?
    a. P.e.g.S. (Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction) is evident.
    b. Students are in cooperative learning groups.
    c. There are uses of engagement structures for the student discourse.
    d. Not observed.

During the time observed, how evident are the following instructional practices?

	Not evident	Rarely evident	Occasionally evident	Consistently evident	**Not Applicable**
Higher-order questions and follow-up probes stimulate student discourse and interaction.					
The pacing of the lesson is appropriate and engaging and follows the "10-2" rule (e.g., no more than 10 minutes of direct instruction before some form of student interaction occurs), including discourse-rich cooperative learning interaction strategies.					
The teacher checks for understanding throughout the lesson.					
The teacher provides "on-the-spot" criterion-based feedback.					
Academic discourse is active and lively with students engaging, discussing, and debating concepts and big ideas throughout the lesson.					
There is evidence of a behavior management system (PBIS, classroom routines, expectations).					

English Learner Observation Indicators

During the time observed, how evident are the following instructional practices?

	Not evident	Rarely evident	Occasionally evident	Consistently evident	**Not Applicable**
Explicit and culturally relevant connections are made between past experiences, prior learning, and introduction of new concepts, and teachers incorporate activities to build background knowledge as needed.					
Comprehensible input strategies are used to ensure that concepts and skills are accessible for all students (e.g., visuals, gestures, real-world artifacts, demonstrations, modeling, leveled texts, and other resources/ strategies).					
The lesson includes a language objective that addresses academic language features of the content and/or genre being taught, and the teacher provides models of oral and written discourse.					
Appropriate scaffolding for learning grade-level content addresses students' varying language proficiency levels (e.g., sentence frames, graphic organizers, word banks, adapted materials, and peer-assisted learning).					

The teacher uses cooperative learning to provide opportunities for structured and purposeful student discourse and interaction, and models clear roles, expectations, and outcomes.					
The teacher addresses students' linguistic and cultural diversity when forming groups, and employs equitable pedagogy such as using culturally relevant texts and cooperative learning.					
Students receive coaching in strategies to promote metacognitive awareness (e.g., self-assessment and identifying patterns in language).					

7. The lesson concludes the class by revisiting the learning goal and with a meaningful closure task to include, but are not limited to, peer-to-peer reflection or exit ticket.
    a. Yes
    b. No
    c. Did not observe the conclusion of the class

Formal Observation

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher and/or co-teachers who are presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. A Formal Classroom Observation Form, along with a Pre-Observation Form, is provided on the next page. Formal classroom observations should last a specified period of time (40 minutes or the duration of a full lesson).

For the maximum value, the building-level administrator should ensure that formal observations occur throughout the year. Evaluation schedules for Probationary and Continuing Contract Teachers are provided. Typically, the evaluator provides feedback about the observation during a review conference with the teacher. During the session -- which should occur within ten (10) workdays following the observation -- the evaluator reviews all information summarized on the Formal Classroom Observation Form as well as any other applicable documentation.

Licensed Staff Pre-Observation Conference Record For Walkthrough And Formal Observation Planning

Teacher	School
Grade	School Year
Conference Date	Evaluator

Inquiries	Notes
1. Describe the lesson that will be observed. ● 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. Is there a performance standard that you would like to focus on?	
7. What do you believe to be any areas of concern?	

Formal Observation Form

<u>Directions:</u> Evaluators use this form to document the required formal observation of the teacher. This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation. Evaluators should provide evidence based comments/examples on the teacher's performance standard and indicators in the comments box next to the observed standard. Comments should focus on observed teacher and student look fors. A post observation conference should be held. A copy of this form should be provided to the teacher within 10 work days following the observation.

Teacher	School	
Date	Observer	Class/Time:

Professional Standards

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates 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 area(s) taught.

- 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.
- Communicates clearly and checks for understanding.

Comments/Examples

2. 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.

- 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.

Comments:

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

- 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 lessons.

- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

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.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring

- 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

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.

Comments:

purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

5. Learning Environment

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

- 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.

Comments:

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.

- 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.

Comments

7. Student Academic Progress

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

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.

- Provides evidence that achievement goals have been met.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments

Observer's Signature	Teacher's Signature

Examples of post observation formal inquiry questions can include:

Post Observation Questions
• What went well during the lesson I observed? • What would you do differently the next time you teach this lesson and/or use a particular instructional strategy? • How would you describe the learning climate of the classroom during the lesson? • What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class? • How did you address students who needed more time to fully understand and master the concept? • I observed a "snapshot" of your instruction. How well did the students' learning reflect your intended learning outcomes? • What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson? • How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it? • What student characteristics or needs do you keep in mind as you are giving directions? • What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

Part 5: Connecting Teacher Performance To Student Academic Progress

Despite the preponderance of the evidence that the most important school-related factor in students' education is the quality of their teachers, teacher evaluation frequently ignores the results of teaching – student learning. Schalock, Schalock, Cowart, and Myton (1993) stated that if the purpose of teaching is to nurture learning, then both teachers and schools as a whole should be judged for their effectiveness on the basis of what and how much students learn. Using student academic progress (as a measure of student achievement) to inform teacher evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students' learning, while effective teachers lead to higher student achievement growth.

In addition, linking student academic progress with teacher evaluation offers significant potential because progress:

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;
- can serve as meaningful feedback for instructional improvement;
- can serve as a barometer of success and a motivation tool; and
- is derived from student assessment and is an integral facet of instruction.

Why do we connect teacher performance to student academic progress in ACPS?
There are many reasons for including student academic progress and achievement information as part of the teacher evaluation process.

- In alignment with our ACPS Strategic Plan, we want to ensure that students have access to and engagement with high-quality instruction.
- There is an abundant research base substantiating the claim that teacher quality is the most important school-related factor influencing student achievement.
- Using measures of student learning in the evaluation process provides the "ultimate accountability" for educating students.
- Another requirement for the fair determination of learning gains is a defensible methodology for analyzing measures of student learning.

Implementation Concerns

When deciding to include student academic progress in teacher evaluation, schools and teachers need to be aware of several implementation concerns:

- The use of student learning measures in teacher evaluation is novel for both teachers and principals. Thus, there may be initial resistance to this change in evaluation practices.
- **The impact on student learning must be assessed in multiple ways over time, not by using just one test, to reliably and accurately measure teacher influence.**
- Testing programs in many states and school districts do not fully reflect the taught curriculum, and it is important to choose **multiple measures** that reflect the intended curriculum.

- While the Virginia Department of Education is providing progress (value) table data, there are multiple ways of measuring student academic progress. It may be appropriate to use student achievement in the context of goal setting as an additional measure. It is unclear what the fairest and most accurate methodology is for determining gains.

Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Article 2, §22-1.293 of the *Code of Virginia*: Teachers, Officers, and Employees, states, in part, the following:

> C. A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to his supervision. Principals must have received training, provided pursuant to § 22.1-253.13:5, in the evaluation and documentation of employee performance. Evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress, prior to submitting such recommendations. Assistant principals and other supervisory personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.[1]

Article 2, §22.1-295 states, in part, the following:

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

Methods for Connecting Student Performance to Teacher Evaluation

The ACPS Teacher Growth and Assessment System incorporates student academic progress with a rating of 15%. There are three key points that teachers MUST consider:

1. Multiple measures of student academic progress should determine student learning.
2. The VDOE currently uses a growth model. Progress (value) table data, as provided by the Virginia Department of Education, may be used when the data are available and can be used appropriately.
3. One or more alternative measures with evidence that the alternative measure is valid should be used in teacher evaluation. *Note:* Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student Achievement Goal Setting is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added -- or gain score -- approach can be used that documents their influence on student learning. Simply put, a value-added assessment system can be summarized using the following equation:

Student Achievement Goal Setting Equation

Student Learning End Result
-- Student Learning Beginning Score
Student Gain Score

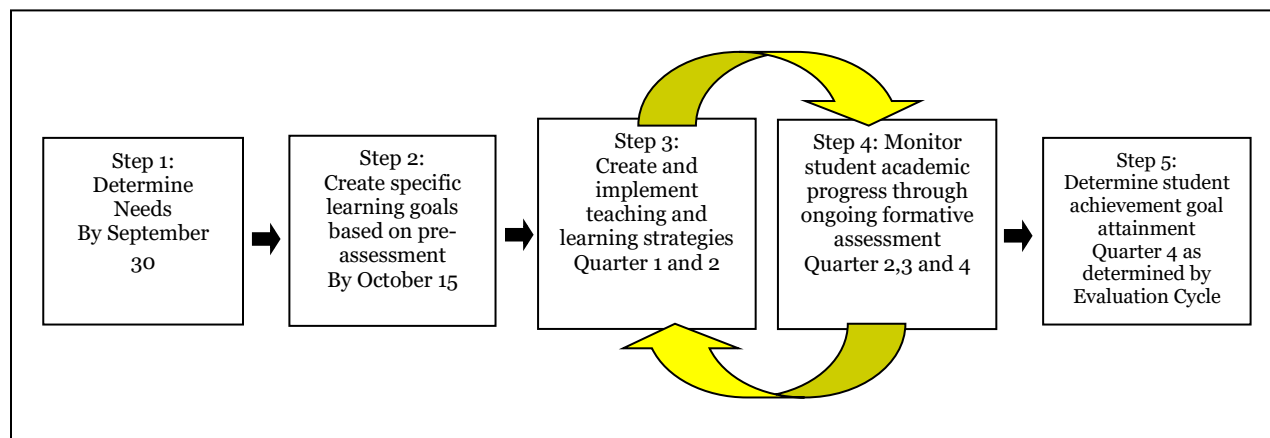### Why Student Achievement Goal Setting

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 based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year (or a specific period of time). More specifically, the student achievement goal setting intends 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 ultimately
- increase student achievement.

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. The teacher can then set specific, measurable goals based on both the demands of the curriculum and the students' needs. 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 makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. The Student Achievement Goal Setting Diagram below depicts the process.

Student Achievement Goal Setting Process

| Step 1: Determine Needs By September 30 | → | Step 2: Create specific learning goals based on pre-assessment By October 15 | → | Step 3: Create and implement teaching and learning strategies Quarter 1 and 2 | Step 4: Monitor student academic progress through ongoing formative assessment Quarter 2,3 and 4 | → | Step 5: Determine student achievement goal attainment Quarter 4 as determined by Evaluation Cycle |

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Academic Progress Form* may be used for developing and assessing the annual goal. Student academic 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 *the measurable difference*.

Appropriate measures of student learning gains differ substantially based on the student's ' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student academic progress:

- criterion-referenced tests;
- norm-referenced tests;
- standardized achievement tests;
- school-adopted interim/common/benchmark assessments; and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct schoolwide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Developing Goals

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.

SMART Acron*ym for Developing Goals*

Specific:	The goal is focused, for example, by the 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.

In choosing measures of student academic progress, consideration should be given to the alignment between teacher goals, the goals of the School Improvement Plan, and the ACPS Strategic Plan.

Creating Goals Based Upon Pre-Assessment Data

Teachers should create student achievement goals based upon pre-assessment data. Pre-assessment data will help the teacher know where each student is starting and his or her knowledge about the topic. Importantly, this must be considered in goal formation. Since students have different starting points, logically, they will also, in most cases, have different endpoints. Here is an example to consider:

Student Background

A fifth-grade reading teacher has a class of students reading from the second-grade level through the seventh-grade level. This type of student learning variability frequently is true in classrooms around the United States. A typical goal often focuses on a class average and might be stated in this way.

Proposed Goal

By the end of the school year, 80 percent of my students will be grade-level readers.

Although some might argue that the goal is laudable, some might argue 80 percent is a stretch goal depending on class composition; this goal is problematic for several reasons. Expecting each child to achieve a certain level—for example, being grade-level readers—is unrealistic and unacceptable with above grade-level readers. It is doubtful that a student reading at the second-grade level will be a fifth-grade level reader by the end of the year. Similarly, those reading above grade-level have already surpassed a goal based upon grade-level reading. This goal does not take into account each student's needs, which is one of the benefits of student achievement goal setting. Since goals are based on a pre-assessment--and students' needs are identified -- teachers can create goals that meet all students' needs. If we know that many of our students read below and above grade-level, averaging scores will not illustrate our class's needs. A goal that focuses on growth rather than achievement is more appropriate and accounts for every student.

Growth Measure Goal

Every student will make measurable progress in reading comprehension, improving by at least one grade level. Additionally, those students reading below grade level will increase comprehension by 1.5 years growth.

A goal written this way accounts for all students—below grade-level, grade-level, and above grade-level readers. Further, it is a meaningful goal that requires a degree of rigor for each and every student. It might be called a "stretch" goal because it requires hard work on the part of both teacher and students to realize the goal. The goal provided above is one sample. Additional samples are provided in the common goal types chart.

Common Goal Types

Goals can be structured in a variety of ways. They can take the form of a single subject area goal, a tiered goal, or as individual goals for each student. When baseline data suggests most students have the same relative skill or background knowledge about a subject or sub-skill within the subject, a single goal may be most appropriate. When baseline data suggests students vary in background knowledge and/or performance, students can be divided—or tiered—into several groups, and goals can be structured for each of the groups. Finally, when background knowledge and/or performance vary greatly among students, it may be most appropriate to establish individual goals. The chart depicts these common goal types, how to choose the appropriate type, considerations for each goal type, and an example of each.

Common Goal Types

Goal Type	Works best with…	Keep in mind…	Example
Subject Area Whole class goal By Level (e.g. gen. ed, TAG, Honors, AP, DE)	Levels/rubric or percentage-based assessments Baseline data that suggests most students come with the same relative ability or background knowledge	For outliers (exceptionally low or high scores), you might have to implement individual goals.	For the current instructional period, 100 percent of my students will make measurable progress in biology. Each student will improve his or her pre-assessment raw score by 25 points on the post-assessment.
Tiered Goals	Levels/rubric or percentage-based assessments Baseline data that can be easily tiered in two to four (2-4) segments	For outliers (exceptionally high or low), you might have to implement individual goals. (Important note - *within the tiers* - look at the progress needed for those at the bottom and top of tiers; ensure those at the top of one tier do not have to make less progress than those at the bottom.)	In the current instructional period, 100 percent of my students will make measurable progress in mathematics problem solving as measured by a grade-level appropriate problem and rubric. ● Students scoring in the **Intensive range** on the pre-assessment will improve by at least 5 points during the year. ● Students scoring in the **Benchmark range** on the pre-assessment will improve by at least 4 points during the year. ● Students scoring in the **Advanced range** will receive more difficult problems and will maintain or improve their current scores.
Individual Goals	Levels/rubric or percentage-based assessments Small groups of students who come with a variety of abilities or background knowledge	The historical academic performance of each student when determining how much progress is acceptable.	For the 2012-2013 school year, all my students will make measurable progress in reading comprehension as measured by the online reading assessment. Based on their IEPs, their goals are as follows: ● Student 1 (Grade 6): From mid-first to high-second ● Student 2 (Grade 7): From high-third to mid-fifth ● Student 3 (Grade 8): From low-fourth to mid-fifth, Etc.
Individual Goals (formula driven)	Percentage-based assessments Baseline data that suggest students come with diverse abilities or backgrounds	Students who come in with very high scores might need an alternate goal to show progress.	In the current school year, all students will make measurable progress in sixth grade science using a two-part test (multiple choice and laboratory). All students will score at least 50 percent of the score needed to make a 100 percent on the post-assessment (for example, a student scoring a 60 percent on the pre-assessment will score an 80 percent on the post-assessment). Additionally, students scoring an 80 percent or above on the pre-assessment will engage in an extended curriculum including experiments performed at a higher level of inquiry and with more advanced concepts. **Example formula: [(100 – pre-assessment) x 0.5] + pre-assessment = post-assessment**

Note: A whole class goal does not minimize the total participant group to one class. Initial data should be used to determine how many students are impacted by the goal.

Schoolwide Goals

In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- progress tables -- as one measure of progress for teachers who support mathematics or reading instruction. For example, progress table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher as one of the multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading. Ultimately, the choice of how to apply progress table data to teachers supporting mathematics and reading achievement would be a local one; however, it is critical that decisions to apply progress table data to support teachers as part of their evaluation must be made in a manner that is consistent with the individual school or school-division goals.

In considering schoolwide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided progress table data. An example of an appropriate application of the progress table data is presented in the following table.

> If a school was focused on schoolwide improvement in mathematics, the leadership might identify strategies that enable all instructional personnel -- including resource teachers -- to incorporate into their classroom instruction that supports schoolwide growth in mathematics. In this situation, the school also may choose to incorporate the progress table data in mathematics as an indicator of progress for teachers responsible for supporting mathematics instruction This would be in addition to other progress indicators such as those developed through student goals based on content-specific goals (e.g., student achievement goals developed for learning in music class). Teachers with primary responsibility for providing mathematics instruction (primary classroom teachers) incorporate the progress table data from students in their classes and another measure of student academic progress as indicators of progress documented to meet Standard 7.

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress based on validated quantitative measures and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. A combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document), is often appropriate.

How Will We Use Data To Inform Our Student Achievement Goal?

As teachers are responsible for all students' academic progress in their care, pre-assessment data and multiple measures should be used when writing the student academic progress goal by determining the needs of their student population. Ideally, teachers should aim to develop a student academic progress goal for all of their students. However, assessment data utilized through the planning process will determine the number of students/classes impacted by their goal. Teachers should use the *Planning for Goal Setting for Student Progress Form Checklist Review,* along with the following five-step planning process:

1) A variety of division- or state-supplied data are used to determine a critical area of focus that is neither too broad nor too narrow. A wide variety of school-collected data is also considered.

2) Teachers create goals that are based on student progress and meet the SMART criteria for students and individual learning needs in their classrooms. Teachers collaborate to create goals specific to the individual learning needs yet similar enough to allow year-long collaboration.

3) Teachers choose between two to four (2-4) initial instructional strategies based on best practices tightly aligned with the assessment and goal. The chosen instructional strategies should target the widest variety of students in a way that differentiates for learning needs.

4) Teachers administer brief formative assessments throughout the year that are aligned with the assessment and goals to modify instruction as appropriate the entire year. Teachers use a mid-year assessment that mirrors the pre- and post-assessments to improve instructional strategies for the whole class or individual students.

5) Teachers engage in self-reflection to actively evaluate their students' progress, acknowledge the connection between teaching and learning, and use that reflection to decide upcoming teacher instruction. Teachers share the reflection and collaborate to increase teaching effectiveness for upcoming teacher instruction.

Gap Groups/Schoolwide Goals

Pre-assessment data may suggest additional support would best support the needs of a gap group. Building principals may also have teachers support schoolwide goals in a given content area. In those instances, teachers should write a student academic progress goal for all students impacted by that gap group or schoolwide goal. When teachers have students from mixed grade levels, intervention should be provided for each student where pre-assessment data indicates the need for support.

Teachers With Student Groups/Class Sizes Less Than 10

Additionally, teachers with smaller class sizes or student groups should aim to adopt a target group larger than 10 to ensure that their SMART goal can be accurately measured. In situations where the teacher cannot select a target group larger than 10, the evaluator will need to exercise discretion using the guidelines within this handbook when determining the SMART goal's effectiveness.

Submission of the Goal Setting for Student Academic Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to review the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluators within the first month of the school year.

Goal-Writing Template

Teacher's Name:	*Subject*
Grade	*School Year:*

Directions: This form is a tool to assist teachers and evaluators in developing a goal statement for student progress for the professional learning plan. Goals should be targeted to student growth and should meet S.M.A.R.T. criteria.

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?)	☐ *Data attached*
IV. Goal Statement (Describe what you want learners/program to accomplish)	

V. Means for Attaining Goal (Strategies used to accomplish the goal)

VI. Check your goal for S.M.A.R.T. criteria. Is your goal:

- **S**pecific: The goal is focused, for example, by content area, by learners' needs.
- **M**easurable: An appropriate instrument/measure is selected to assess the goal.
- **A**ppropriate: The goal is within the teacher's control to effect change.
- **R**ealistic yet Rigorous: The goal is feasible for the teacher.
- **T**ime limited: The goal is contained within a single school year.

Strategy	Evidence	Target

Reviewing Goals and Student Achievement Goal Setting Process

Each year, all teachers will work with their Evaluators to review available data from performance measures and complete the PLP form by six weeks following the beginning of the school year.

Planning for Goal Setting for Student Progress Form Checklist Review

Did you include?	Check if "Yes"	Check if "No"
Beginning of form:		
Your name as teacher		
The subject/grade level(s) you teach		
Setting		
Number of students you teach		
Number of classes		
Number of students with special needs		
Content		
A brief course description targeted for goal		
Previous performance or observations that provide further context		(optional)
Baseline Data *"What does the pre-assessment data for the current year show?"*		
A pre-assessment and its description		
Brief explanation of the meaning of scores		
Summary data on scores		
Range and distribution of scores		
Graphs or tables to illustrate the results		
Analysis of relative strengths and weaknesses (e.g.,		(optional)

looking at subtests)		
Goal Statement: *Cannot complete if baseline requirements are not met.*		
Goal that is measurable		
Goal based on pre-assessment analysis		
Post-assessment using the same metric as pre-assessment		Extra metrics can be used for other measures of student achievement
Goals that ONLY relate to targeted pre- and post-assessment skills and abilities		
Definition of meaningful progress for all students (how it will be measured)		
V. Strategies		
Instructional strategies (teacher actions)		

Strategies tailored to identified skills and needs.		

It is recommended that this document is reviewed in collaboration with the Evaluator.

Goal Setting Implementation Rubric

Before Implementation

		Highly Effective In addition to the Effective rating...	Effective	Developing	Basic
Technical	**Assessments**	We have assessments that can assess student progress in both content AND skill application.	We have a variety of valid and reliable assessments that measure student progress for each teacher's subject area.	We have a limited number of valid and reliable assessments that measure student progress for each teacher's subject area.	We have few or no valid and reliable assessments that measure student progress for each teacher's subject area.
	Alignment	We have created assessments we believe to be valid and reliable and thoroughly aligned to the state standards and division curriculum.	Our assessments align directly to the state standards and division curriculum.	Our assessments are mostly aligned with the state standards and division curriculum.	Our assessments only marginally align with the state standards and division curriculum.
Personal	**Training**	Key staff members can serve as trainers for others new to the process.	All necessary staff members have attended training on goal setting.	Key leadership personnel have attended the training on goal setting.	Few personnel have attended the training on goal setting.
Organizational	**Supports**	Staff members have a clear way to express concerns and questions that can be shared with the staff overall when necessary.	Staff members are organized into collaborative groups to support one another through the process.	Staff members have loosely organized themselves into collaborative groups to support one another through the goal-setting process.	Staff members are not organized into collaborative groups.
	Structures	Staff members have a forum to meet collectively to discuss the process, including questions, concerns, and successes.	Staff members have the resources they need to engage in effective goal setting, such as common planning times or access to curriculum experts.	Staff members have limited resources to engage in effective goal setting or access to curriculum experts.	Staff members do not have the resources they need to engage in effective goal setting.

Goal Setting Implementation Rubric

During Implementation

	Highly Effective *In addition to the Effective rating, …*	Effective	Emerging	Not Ready
Step 1: Determining Needs	In addition to meeting the "Effective" definition, a wide variety of school-collected data is also considered.	A variety of division or state supplied data are used to determine a critical area of focus that is neither too broad nor too narrow.	A limited amount of division or state-supplied data are used to determine a critical area of focus that may be either too broad or too narrow.	Narrow selections of data are used to determine an area of focus that is overly broad or narrow.
Step 2: Creating Goals	In addition to meeting the "Effective" definition, teachers collaborate together to create goals that are both specific to the individual learning needs but similar enough to allow year-long collaboration.	Teachers create goals that are based on student progress and meet the SMART criteria for students and individual learning needs in their classrooms.	Teachers create goals that are based mostly on student progress, meet most of the SMART criteria, though they may not consider individual learning needs in their classrooms.	Teachers create goals that are not based on achievement, and do not use the SMART criteria.
Step 3: Instructional Strategies	In addition to meeting the "Effective" definition, the chosen instructional strategies should target the widest variety of students in a way that differentiates for learning needs.	Teachers choose between two and four initial instructional strategies based on best practices that are tightly aligned with the assessment and goal.	Teachers choose between 2 and 4 initial instructional strategies, most of which are based on best practices and tightly aligned with the assessment and goal.	Teachers choose an inappropriate number of instructional strategies, do not base their strategies on best practice, or choose strategies that are not tightly aligned with the assessment or goal.
Step 4: Monitoring	In addition to meeting the "Effective" definition, teachers administer brief formative assessments throughout the year that are aligned with the assessment and goals to modify instruction as appropriate the entire year.	Teachers use a mid-year assessment that mirrors the pre- and post-assessment to modify instructional strategies for the whole class or individual students.	Teachers conduct a mid-year assessment that mirrors the pre- and post-assessment, but modifications to instructional strategies are limited.	Teachers conduct few formative assessments throughout the year, and/or do not use assessments to make instructional modifications to instructional strategies.
Step 5: Evaluating	In addition to meeting the "Effective" definition, teachers share the reflection and collaborate with others to increase teaching effectiveness for upcoming teacher instruction.	Teachers engage in self-reflection to actively evaluate their students' progress, acknowledge the connection between teaching and learning, and use that reflection to make instructional decisions for upcoming teacher instruction.	Teachers engage in limited self-reflection while still acknowledging the connection between teaching and learning; teachers may or may not use the reflection to make instructional decisions for upcoming teacher instruction.	Teachers engage in little or no self-reflection, do not acknowledge the connection between teaching and learning, and/or do not use the reflection to make instructional decisions for upcoming teacher instruction.

Professional Learning Plan

The ACPS Teacher Growth and Evaluation System incorporates student growth as a significant evaluation component while encouraging local flexibility in implementation. In ACPS, all teachers develop a Professional Learning Plan (PLP) that includes, at a minimum, one student growth goal with multiple measures to evaluate success in meeting the goal, along with professional learning to support the goal. Growth goals cascade from – and support – division-wide goals, school improvement plans, and school initiatives. The PLP form should be completed and signed by the evaluator and teacher no later than six weeks following the beginning of each year.

Goal Setting and Strategy Process

Student achievement 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 students' needs. During the next part of the process, the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time.

Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. The goal should be customized for the teaching assignment and for the individual learners. The *Goal-Writing* template may be used for developing 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. To the extent practicable, teachers should have at least two valid ***measures*** of student academic progress to support a growth goal.

Applying A Statewide Growth Measure

In choosing measures of student academic progress, ACPS and individual schools should consider individual teacher and schoolwide goals, while aligning performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- progress tables -- as one measure of progress for teachers who support mathematics or reading instruction. For example, progress table data could be applied at the school level, grade level, department, sub-group, or by the individual teacher as one of the multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading.

Ultimately, the choice of how to apply progress table data to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply progress table data to support teachers as part of their evaluation must be made in a manner that is consistent with individual, school or school division goals.

Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations

Teachers	Application of Progress Table Data	Other Student Academic Progress Measures
Teachers of reading and mathematics for whom progress table data are available	Progress table data may be used when: ● data from students are representative of students taught; and ● data from two consecutive years are available.	Other measures of student academic progress: ● Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. ● Student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).
Teachers who support instruction in reading and mathematics for whom progress table data are available	When aligned to individual or schoolwide goals, progress tables at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) may be used when data are representative of students taught; and are available for two consecutive years: ● Decisions about the application of progress table data for support teachers must be made locally. ● Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers.	Measures of student academic progress other than the progress table data, depending on the application of this data to teachers who support mathematics and reading instruction: ● Quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. ● Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). ● To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

Teachers who have no direct or indirect role in teaching reading or mathematics in grades where progress table data are available	Not applicable	Measures of student academic progress other than the progress table data: ● Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. ● Student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). ● To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

Mid-Year Review of Goal

A mid-year review of progress on goals is held for all teachers. The mid-year review should be held within 30 days of the end of the second quarter. 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.

By June 15, each teacher is responsible for assessing professional growth toward goals and submitting documentation to the evaluator. A teacher may find it beneficial to draft next year's PLP as part of the reflection process when a goal will be continued and/or revised. This can occur, especially when data attached to a growth goal will not be available during the current evaluation year. By mutual agreement, principals and individual teachers may extend the due date for the end-of-year reviews to include the current year's testing data or exam scores.

PLP Review Timeline

Step 1	Step 2	Step 3	Step 4	Step 5
Quarter 1	Quarter 2	Quarter 2 - Mid-Year Review Of Goals	Quarter 3 and 4	Quarter 4
• Determine student needs • Create specific learning goals based on pre-assessment data. • Determine formative assessment data collection method.	• Create and implement teaching and learning strategies	• Monitor progress through ongoing formative assessment • Collect, record, and analyze formative assessment data for midyear PLP meeting	• Continue to create and implement teaching and learning strategies based upon midyear assessment data. • Monitor progress through ongoing formative assessment. • Collect, record, and analyze formative assessment data for summative PLP meeting	• Determine student achievement goal attainment

Data Sources For Monitoring Student Progress

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:

Measurement Tools for Assessing Student Progress	Authentic Assessments
• MAP data • Norm-referenced tests • Standardized achievement tests • ACPS-adopted interim/common/benchmark assessments (such as RI, IM, Phonological Awareness Literacy Screening [PALS]), • Authentic measures (e.g., transfer tasks, performance) • Learning portfolio • IEP/ICAP progress monitoring	• Transfer Tasks • Portfolios • Performances • Culminating Unit Performance Tasks • Work-Place Evaluations (CTE)
	Benchmark Tests
	• CTE Competencies • President's Physical Fitness Tests • ACPS Benchmark Assessments that are aligned with the ACPS Curriculum • VA SOLs
Teacher Assessments	**Criterion- and Norm-Referenced Tests**
• Quizzes • Tests • Authentic assessments/portfolios/ writing samples/running records • Grade analysis by nine weeks/ interim reports • Semester/end-of-course examinations • Pre-/post-testing	• Advanced Placement Tests • Virginia Standards of Learning (SOL) – required, when available, as one of multiple measures toward a student growth goal • Reading Inventory (RI) • Imagine Math • MAP Testing • Phonological Awareness Literacy Screening (PALS) • Developmental Spelling Analysis (DSA) • Developmental Reading Assessment (DRA) • Qualitative Reading Inventory (QRI) • Virginia Alternate/Alternative Assessment Programs VAAP/VMAS/VGLA/VSEP) • AIMS WEB • ACCESS for ELLs

Implementing Teaching and Learning Strategies To Improve Student Learning

Learning Strategies include:

- 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;
- Shared instructional materials;
- Use of instructional strategies (e.g., differentiation, interactive planning);
- Focused classroom observation;
- Development of curricular supplements;
- Completion of workshops, conferences, coursework; and
- Co-leading; collaborative teaching.
- Kagan Cooperative Learning
- GLAD
- Use of higher order thinking questions: analysis, synthesis , evaluation
- Activating prior knowledge
- Building background knowledge
- Teaching academic vocabulary: descriptions, examples, realia, nonlinguistic representations
- Providing explicit instruction on text structures of specific disciplines
- Providing explicit instruction on construction of language in various genres.
- Providing for previewing of text before reading.
- Modeling metacognitive strategies with text: clarifying, questioning, predicting, summarizing, and visualizing.
- Providing differentiated content
- Providing differentiated processes (small group, multiple modalities, etc.)
- Providing for differentiated products (appropriate transfer tasks, modify assignments, etc.)
- Probing student thinking
- Providing for student talk/discourse (10-2 rule or 50/50 rule)
- Clearly identifying desired outcomes for students (No secrets classroom)
- Connecting students learning to student interests and experiences.
- Modeling critical thinking skills with complex text.
- Modeling writing to express ideas, conclusions, and insights.
- Modeling analyzing and interpreting data specific to the discipline
- Modeling discourse within the discipline
- Using think-alouds to model for students
- Using visuals, analogies, graphic organizers
- Highlighting important information.
- Making explicit connections to experiences
- Summarizing information.
- Explaining the compelling WHY

Professional Learning Plan Form

Instructions: All teachers develop a Professional Learning Plan (PLP) that includes, at a minimum, one student growth goal with multiple measures that can be used to evaluate success in meeting the goal, and a professional learning goal to support the student growth goal. Goals should be developed based on schoolwide targets in line with the School Education Plan, school initiatives and division-wide goals. The PLP form should be completed and signed by the evaluator and teacher no later than six weeks following the first day of school each year.

Teacher's Name:	**ID#**
School:	**Grade(s)**
Subject(s):	**School Year:**
Evaluator(s):	

Goal statement for student progress including objective(s), target(s) and outcome(s):

Goal Target/Source: (check all that apply)
☐ACPS Division Education Plan ☐School Education Plan ☐School Initiative/Exemplary Program

Targeted Student Population: Whole Class Goals, ☐ Tiered Goals, ☐ Individual Goals ☐

Baseline Data:

Use the space below to record additional student growth goal statements, targets and baseline data:

Goal statement for professional learning to support student progress:

Related ACPS Instructional Model Focus Area: (check all that apply)

☐Content   ☐Instruction   ☐Relationships

Related performance standards (check all that apply)	
• Professional knowledge • Instructional Planning • Instructional Delivery • Assessment of and for student learning • Learning Environment • Professionalism • Student Academic Progress	

Expected Data Outcomes or Evidence of Student Learning:

Use the space below to record additional professional growth goals and plans to support student growth goals:

PLP Progress Monitoring
End of 1st Quarter: (optional)   Date: Teacher ___   Evaluator___ 1st Quarter Population: Professional Learning Accomplished: Evidence of Student Learning:
End of 2nd quarter (required)   **Date:**   **Teacher___**   **Evaluator___** **2nd Quarter Population:** **Professional Learning Accomplished:** **Evidence of Student Learning:**
Mid-Year Self-Reflection: What is going well with this year's student growth goal(s) and professional growth goal(s)? What challenges are you facing? How are you addressing these challenges?
End of 3rd quarter (optional)   Date: Teacher___   Evaluator___ 3rd Quarter Population: Professional Learning Accomplished:
4th Quarter **Evidence of Student Learning:**   **End of Year Data/Evidence of Student Learning:**
End-of-Year Self-Reflection: Use this space to record thoughts on this year's goal and professional learning processes. Include successes and lessons learned.

Teacher's Signature/Date	**Evaluator's Signature/Date**

Request for Review of a Growth Goal

For instance, where a teacher disagrees with a growth goal, the teacher may request a review of the goal by sending a memo detailing areas of concern and requesting a review of the goal to the *Chief of Teaching, Learning, and Leadership in the Department of Teaching, Learning, and Leadership, ACPS Central Office.*

Part 6: Rating Teacher Performance and Making Summative Decisions

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., one year for probationary teachers, three years for Continuing Contract teachers). Each performance standard's ratings are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The data integration provides the evidence used to determine the performance ratings for the summative evaluations for all teachers. There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards and 2) how well they are performed.

Definitions of Ratings

The following rating scale describes four categories ranging from "exemplary" to "unacceptable." The use of the scale enables evaluators to acknowledge effective performance (e.g., "exemplary" and "proficient") and provides two levels of feedback for teachers not meeting expectations (e.g., "needs improvement" and "unacceptable"). *PLEASE NOTE: Ratings are applied to the seven teacher performance standards, not to performance indicators. T*he following sections offer general descriptions to define the four 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: ● consistently exhibits behaviors that have a strong positive impact on learners and the school climate ● serves as a role model to others ● sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: ● meets the requirements contained in the job description as expressed in the evaluation criteria ● demonstrates willingness to learn and apply new skills ● exhibits behaviors that have a positive impact on learners and the school climate
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: ● 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: ● 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 Rating Look Fors

Summative Ratings should be based upon the look fors shown below utilizing teacher formative observations, comprehensive walkthroughs conducted by evaluators, and documentation log evidence. The summative rating look fors provide examples of instructional evidence that can be utilized for assessing.

Probationary teachers should provide this evidence every year. Continuing contract teachers should provide this evidence every three years. Continuing contract teachers must provide documentation log evidence that is a culmination of teacher performance over three years.

The Summative Ratings Look Fors is a living document. The look fors provides examples of evidence considered as exemplary, proficient, developing/needs improvement, and unacceptable. Below are the Summative Rating Look Fors based on the Charlotte Danielson Framework For Teacher Evaluation.

Teacher Performance Standard With Indicator	Look For Evidence Of Summative Rating			
1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
● Effectively addresses appropriate curriculum standards. ● Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction. ● Demonstrates 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 area(s) taught. ● 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. ● Communicates clearly and checks for understanding.	● The teacher cites intra- and interdisciplinary content relationships. ● The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. ● The teacher's plans reflect recent developments in content-related pedagogy	● The teacher can identify important concepts of the discipline and their relationships to one another. ● The teacher provides clear explanations of the content. ● The teacher answers students' questions accurately and provides feedback that furthers their learning. ● Instructional strategies in unit and lesson plans are entirely suitable to the content.	● The teacher's understanding of the discipline is rudimentary. ● The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. ● Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	● The teacher makes content errors. ● The teacher does not consider prerequisite relationships when planning. ● The teacher's plans use inappropriate strategies for the discipline.
2. 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.*	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
● 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.	● Learning experiences connect to other disciplines. ● The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. ● Lesson plans differentiate for individual student needs.	● Learning activities are matched to instructional outcomes. ● The teacher provides a variety of appropriately challenging materials and resources. ● Instructional student groups are organized thoughtfully to maximize learning and build on	● Learning activities are moderately challenging. ● Learning resources are suitable, but there is limited variety.	● Learning activities are not well aligned to the instructional goals ● Materials are not engaging or do not meet instructional outcomes. ● Instructional groups do not support learning.

	• The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Lesson plans are differentiated to encourage individual students to take educational risks.	students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. • Lesson Plans represent high expectations and rigor. • Lesson Plans are related to "big ideas" of the discipline. • Lesson Plans are written in terms of what students will learn rather than do. • Lesson Plans represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Lesson Plans, differentiated where necessary, are suitable to groups of students in the class		• Lesson plans are not structured or sequenced and are unrealistic in their expectations. • Lesson Plans lack rigor. • Lesson Plans do not represent important learning in the discipline. • Lesson Plans are not clear or are stated as activities. • Lesson Plans are not suitable for many students in the class.
3. Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	**Exemplary**	**Proficient**	**Developing/Needs Improvement**	**Unacceptable**
• 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 lessons. • Uses a variety of effective instructional strategies and resources. • Uses instructional technology to enhance student learning. • Communicates clearly and checks for understanding.	• Texts are matched to student skill level. • The teacher maintains a log of resources for student reference. • The teacher facilitates student contact with resources outside the classroom • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher invites students to explain the content to their classmates.	• Texts are at varied levels. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher provides lists of resources outside the classroom for students to draw on. • The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student	• The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional learning. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's	• The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources. • At no time during the lesson does the teacher convey to students what

• The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly. • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Virtually all students are engaged in the discussion • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development. • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. • Most students are intellectually engaged in the lesson.	explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • • The teacher asks students to explain their reasoning, but only some students attempt to do so. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional	they will be learning. • The teacher makes a serious content error that will affect students' understanding of the lesson. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students. • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the

		Proficient	Developing/Needs Improvement	Unacceptable
		● Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. ● Students are invited to explain their thinking as part of completing tasks. ● Materials and resources support the learning goals and require intellectual engagement, as appropriate. ● The pacing of the lesson provides students the time needed to be intellectually engaged. ● The teacher uses groupings that are suitable to the lesson activities.	materials used are unsuitable to the lesson and/or the students. ● The lesson drags or is rushed. ● Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	students. ● The lesson drags or is rushed. ● Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

4. Assessment of/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.	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
● 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	● Teacher works with other teachers to develop assessments and analyze assessment results. ● Teacher distinguishes assessment opportunities to match the full range of student needs and abilities. ● Teacher analyzes assessment data results to identify common misconceptions and learning deficits and to establish flexible student groups. ● Assessments provide opportunities for student choice. ● Teacher-designed assessments are authentic, with real-world application as appropriate. • ● The teacher is	● Teacher indicates when and how they will formatively assess each standard prior to the end of instruction assessment. ● Teacher uses or designs purposeful and rigorous formative and s ● Teacher understands where to make adjustments to instruction in order to meet the needs of each student. ● Teacher provides feedback that is specific to each student and provides action steps for students to take to accomplish learning goals. ● Teacher provides resources and support to students	● Teacher uses a variety of formal and informal assessments to collect evidence of students' knowledge and skill. ● Teacher administers common assessments when applicable. ● Teacher examines assessment data to understand students' progress towards mastery of standards. ● Teacher provides ongoing and timely feedback, telling students what they did well and where they need to improve. ● Only some of the instructional outcomes are addressed in the planned assessments. ● Assessment criteria are vague. ● Plans refer to the use	● Teacher lacks understanding of the role of diagnostic, formative, and summative assessments. ● Teacher inconsistently administers common assessments. ● Teacher created assessments do not target ● Teacher does not effectively analyze assessment data to determine the effectiveness of instruction and make adjustments when necessary ● Teacher may provide feedback to

learning	constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.	to track their own learning progress. • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Feedback includes specific and timely guidance, at least for groups of students.	of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	students, but it lacks details about what students did well and where they need to improve. B) Teacher provides feedback inconsistently or in an untimely manner. • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • The teacher does not ask students to evaluate their own or classmates' work
5. Learning Environment **The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	**Exemplary**	**Proficient**	**Developing/Needs Improvement**	**Unacceptable**
• 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	• The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates learning needs into lesson plans.	• The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low"	• The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher	• The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to

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	● The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. ● When necessary, students respectfully correct one another. ● The teacher respects and encourages students' efforts. ● Volunteers and paraprofessionals take initiative in their work in the class. ● The teacher silently and subtly monitors student behavior. ● Modifications are made to the physical environment to accommodate students with special needs. ● The teacher and students make extensive and imaginative use of available technology.	groups of students within the class. ● The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. ● The teacher is aware of the special needs represented by students in the class. ● Talk between the teacher and students and among students is uniformly respectful. ● The teacher successfully responds to disrespectful behavior among students. ● The teacher makes general connections with individual students ● The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. ● The teacher demonstrates a high regard for students' abilities. ● The teacher conveys an expectation of high levels of student effort. ● The teacher insists on precise use of language by students. ● Students are productively engaged during small-group or independent work. ● Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. ● Classroom routines function smoothly. • Volunteers and paraprofessionals	recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. ● The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. ● The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. ● The teacher attempts to respond to disrespectful behavior among students, with uneven results. ● The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. ● The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. ● The teacher conveys high expectations for only some students. ● Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." ● The teacher's primary concern appears to be to complete the task at hand. ● The teacher urges, but does not insist, that students use precise language. ● Procedures for	ascertain varied ability levels among students in the class. ● The teacher is not aware of students' interests or cultural heritages. ● The teacher takes no responsibility to learn about students' medical or learning disabilities. ● The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. ● Students' body language indicates feelings of hurt, discomfort, or insecurity. ● The teacher displays no familiarity with, or caring about, individual students. ● The teacher disregards disrespectful interactions among students. ● The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. ● The teacher conveys to at least some students that the work is too challenging for them. ● Transitions are disorganized, with much loss of instructional

		Exemplary	Proficient	Unacceptable
		work with minimal supervision. • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. • The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time. • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.
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.**	**Exemplary**	**Proficient**	**Developing/Needs Improvement**	**Unacceptable**

• 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.	• All of the teacher's communications are highly sensitive to families' cultural norms. • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects. • The teacher seeks regular opportunities for continued professional learning, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession. • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective. • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms. • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. • The teacher seeks regular opportunities for continued professional learning. • The teacher	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms. • The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects. • The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher	• There is no system for either instructional or non-instructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. • The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects. • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors

		welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. ● The teacher actively participates in organizations designed to contribute to the profession. ● The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. ● The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. ● The teacher complies completely with district regulations.	contributes in a limited fashion to professional organizations. ● The teacher is honest. ● The teacher notices the needs of students but is inconsistent in addressing them. ● The teacher does not notice that some school practices result in poor conditions for students. ● The teacher makes decisions professionally but on a limited basis. ● The teacher complies with district regulations	or colleagues. ● The teacher ignores invitations to join professional organizations or attend conferences. ● The teacher is dishonest. ● The teacher does not notice the needs of students. ● The teacher engages in practices that are self-serving. ● The teacher willfully rejects district regulations.

7. Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
• Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. • Documents the progress of each student throughout the year. • Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as • other multiple measures of student growth. • Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets	**Student Growth Percentiles**			
	• More than fifty percent (50%) of SGP scores in the high growth range and no more than ten percent (10%) show low growth • High Growth ≥ 50% Low Growth ≤ 10%	• At least sixty-five percent (65%) of students show moderate to high growth • Moderate to High Growth ≥ 65%	• No more than fifty percent (50%) of students show low growth. • Low Growth ≤ 50%	• More than fifty percent (50%) of students show low growth • Low Growth ≥ 50%
	Student Achievement Goal			
	• Exceed Goal ≥ 50% • Meet Goal ≥ 40% • Did Not Meet Goal < 10%	• Exceed and/or Meet Goal ≥ 80% • Did not meet goal < 20%	• Exceed and/or Meet Goal > 50% • Did Not Meet Goal = 21% - 49%	• Exceed and/or Meet Goal ≤ 50% • Did Not Meet Goal ≥ 50%
	Other Measures			
	• Other indicators of student achievement/progress indicate exemplary student performance • 80% - 100% of the students meet or exceed the benchmark for the identified assessment.	• Other indicators of student achievement/progress indicate on target student performance • 51% - 79% of the students meet or exceed the benchmark for identified assessment	• Other indicators of student achievement/progress indicate inconsistent student performance • 26% - 50% of the students meet or exceed the benchmark for the identified assessment.	• Other indicators of student achievement/progress indicate overall low student performance • 0% - 25% of the students meet or exceed the benchmark for the identified assessment.

Responsibility for the Ratings

The Evaluator has the ultimate responsibility for ensuring that the performance evaluation process 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. Evaluators licensed in the Commonwealth of Virginia other than the principal, such as assistant principals, may be designated by the principal to supervise, monitor, and assist with the multiple data source collection. For example, an observation is a data source. An observation may be conducted by any licensed administrator designated by the Evaluator and may be included as one of the multiple measures for a standard. The Evaluator must review the data source with subject matter expertise and his/her objective lens for consideration in the overall performance rating for the standard.

Evaluators have two tools to guide their rating of teacher performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven teacher performance standards. It states the measure of teachers' performance and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and help teachers focus on enhancing their teaching practices. Please note: The rating of "proficient" is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision-makers.

Administrators make decisions about the completion of the seven performance standards based on all available evidence. After collecting information through observations, goal setting, 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.

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all teacher expectations. The performance rubric guides evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and help teachers focus on enhancing their teaching.

Performance Rubric

Performance Standard 1: Professional Knowledge

Exemplary *In addition to meeting the standard...*	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 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.

Performance Standard 2: Instructional Planning

Exemplary *In addition to meeting the standard...*	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

Exemplary *In addition to meeting the standard...*	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

Exemplary *In addition to meeting the standard...*	Proficient *Proficient is the expected level of performance.*	Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a	The teacher systematically gathers, analyzes, and uses	The teacher uses a limited selection of assessment	The teacher uses an inadequate variety of

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.	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.	strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	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.

Performance Standard 5: Learning Environment

Exemplary *In addition to meeting the standard...*	Proficient *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 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.

Performance Standard 6: Professionalism

Exemplary *In addition to meeting the standard...*	Proficient *Proficient is the expected level of performance.*	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.

Performance Standard 7: Student Academic Progress

Exemplary *In addition to meeting the standard...*	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 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.

Performance Rubrics and Summative Evaluation

Evaluators make judgments about the performance of the seven teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and ACPS policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is not meeting expectations (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Summative ratings should apply the rating for each of the seven performance expectations. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. For Alexandria City Public Schools, *Performance Standard 7: Student Academic Progress equates to 15% of the teachers evaluation*.

Summative Performance Evaluation Rubric

The ACPS Teacher Growth and Assessment System weighs standard 6 at 10% and standards 1, 2, 3, 4, 5, and 7 at 15%. The Summative Performance Evaluation Rubric defines the category, description, definition, and recommended number of artifacts. While a recommended number of artifacts is provided in the rubric, the teacher may present any number of artifacts for a category. *The rating of each category is based upon the quality of the artifact and NOT the quantity of artifacts.* In determining the final summative rating, the following approach could be used:

Summative Performance Evaluation Rubric

Category	Description	Definition	Artifacts
Exemplary	The teacher **consistently** maintains performance, accomplishments, and behaviors that **significantly** surpass the established standard. .	**Exceptional Performance** • Sustains high performance over a period of time • Behaviors have a strong positive impact on learners and school climate • Serves as a role model to others	The teacher has provided *six or more* **exceptional** artifacts OR the *total number of artifacts* that demonstrate the following: • Consistently and significantly surpasses the established standard. • High performance sustained over a period of time. • An exceptional impact on student learning, achievement, and/or school culture and climate as evidenced by data.
Proficient	The teacher meets the standard in a manner that is <u>consistent</u> with the school's mission and goals.	**Effective Performance** • Meets the requirements contained in job description as expressed in evaluation criteria • Behaviors have positive impact on learners and school climate • Willing to learn and apply new skills	The teacher has provided *four to five* **proficient** artifacts OR the *total number of artifacts* submitted demonstrate the following: • Consistent in meeting the established standard and/or the school's mission and goals. • Meets established evaluation criteria. • Meets the established expectation for student learning, achievement, and/or school culture and climate as evidenced by data.
Developing/ Needs Improvement	The teacher <u>often performs below</u> the established standard or in a manner that is inconsistent with the school's mission and goals.	**Below Acceptable Performance** • 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 teacher and evaluator	The teacher has provided *two to three* **developing/needs improvement** artifacts OR the *total number of artifacts* submitted demonstrate the following: • Performance below the established standard and/or inconsistent with the school's mission and goals. • Requires areas of support in meeting the standard. • Performance below the established expectation for student learning, achievement, and/or school culture and climate as evidenced by data.
Unacceptable	The teacher <u>consistently performs below</u> the established standards or in a manner that is inconsistent with the school's mission and goals.	**Ineffective Performance** • Does not meet requirements contained in job description as expressed in evaluation criteria • May result in employee not being recommended for continued employment	The teacher has provided *zero to two* **unacceptable** artifacts OR the *total number of artifacts* submitted demonstrate the following: • Performance **consistently** below the established standard and/or inconsistent with the school's mission and goals. • Requires areas of support in meeting the standard. • Does not meet the established job description requirements • Performance **consistently** below the established expectation for student learning, achievement, and/or school culture and climate as evidenced by data

Decision Rules: Standards 7 – Student Achievement Goal Setting

Rating On Standard 7 (Student Academic Progress	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
Student Growth Percentiles (SGP)	More than fifty percent (50%) of SGP scores in the high growth range and no more than ten percent (10%) show low growth High Growth ≥ 50% Low Growth ≤ 10%	At least sixty-five percent (65%) of students show moderate to high growth Moderate to High Growth ≥ 65%	No more than fifty percent (50%) of students show low growth. Low Growth ≤ 50%	More than fifty percent (50%) of students show low growth Low Growth ≥ 50%
Student Achievement Goal Setting	Exceed Goal ≥ 50% Meet Goal ≥ 40% Did Not Meet Goal < 10%	Exceed and/or Meet Goal ≥ 80% Did not meet goal < 20%	Exceed and/or Meet Goal > 50% Did Not Meet Goal = 21% - 49%	Exceed and/or Meet Goal ≤ 50% Did Not Meet Goal ≥ 50%
Other Measures	Other indicators of student achievement/progress indicate exemplary student performance 80% - 100% of the students meet or exceed the benchmark for the identified assessment.	Other indicators of student achievement /progress indicate on target student performance 51% - 79% of the students meet or exceed the benchmark for identified assessment	Other indicators of student achievement/progress indicate inconsistent student performance 26% - 50% of the students meet or exceed the benchmark for the identified assessment.	Other indicators of student achievement/progress indicate overall low student performance 0% - 25% of the students meet or exceed the benchmark for the identified assessment.

Determining the Final Summative Rating

1. Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale
   - Exemplary = 4
   - Proficient = 3
   - Developing/Needs Improvement = 2
   - Unacceptable = 1

2. Calculate the weighted contribution of Standard 7 to the summative evaluation; and

3. Add the weighted contribution to achieve the final summative evaluation. The following table provides one example of how this approach would apply.

Example of Weighted Calculations for Teacher Performance Evaluation

The ACPS Guidelines for teacher performance evaluations is:

Teacher Performance Standard	Weight
Standard 1	15
Standard 2	15
Standard 3	15
Standard 4	15
Standard 5	15
Standard 6	10
Standard 7	15

Example of Recommended Weighted Calculations for Teacher Performance Evaluation

Teacher Performance Standard	Performance Rating	Rating	Weight	Weighted Total (Points x Weight)
Standard 1	Exemplary	4	1.5	6
Standard 2	Proficient	3	1.5	4.5
Standard 3	Proficient	3	1.5	4.5
Standard 4	Proficient	3	1.5	4.5
Standard 5	Proficient	3	1.5	4.5
Standard 6	Exemplary	4	1.0	4
Standard 7	Proficient	3	1.5	4.5
Total				32.5 Proficient

Here is the equation for devising the summative rating. The rating is multiplied by the weight. When you add the numbers up the total is 32.5. This is a proficient teacher.

Summative Evaluation Overall Rating Rubric

Performance Level Rating	Score Range
Exemplary	35-40
Proficient	26-34
Needs Improvement	20-25
Unacceptable	10-19

Summative evaluations are to be completed by a date established by Human Resources that usually falls on or near April 15 for probationary teachers and by June 15 for continuing contract teachers.

Non-Renewal

If the non-renewal of any teacher is anticipated, the summative evaluation must be completed by the established April date, provided that the teacher has had an opportunity to complete all of the professional growth activities described in the next section of this handbook.   The evaluator submits the Teacher Summative Performance Report through TalentEd within 10 working days of completing the Summative conference.

Teacher Summative Evaluation Report

<table>
<tr><td colspan="2" align="center">

Teacher Summative Performance Report</td></tr>
<tr><td>Teacher:</td><td>School:</td></tr>
<tr><td>Grade/Subject:</td><td>School Year:</td></tr>
<tr><td colspan="2">Contract Status: : ☐ Probationary   ☐ Continuing Contract</td></tr>
<tr><td colspan="2">Evaluator:</td></tr>
<tr><td colspan="2"><u>Directions</u>: 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 assessment is based on evidence provided in the documentation log including the PLP, walk-through and formative observations, student survey summary and self-reflection. The teacher should sign this form to acknowledge receipt and should receive a copy of this form. The signed form is submitted to Human Resources by June 15 of each year.</td></tr>
</table>

	Rating
1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* Effectively addresses appropriate curriculum standards. Demonstrates skills relevant to the subject area(s) taught. Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. Bases instruction on goals that reflect high expectations and an understanding of the subject. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. Demonstrates an accurate knowledge of the subject area(s) taught. Communicates clearly and checks for understanding. *Comments*:	• *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*
2. 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.* Uses student learning data to guide planning. Aligns lesson objectives to the school's curriculum and student learning needs. Plans time realistically for pacing, content mastery, and transitions. Develops appropriate long- and short-range plans and adapts plans when needed Plans for differentiated instruction. *Comments:*	• *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*
3. Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.* Engages and maintains students in active learning. Uses a variety of effective instructional strategies and resources.	• *Exemplary* • *Proficient* • *Developing/ Needs*

Builds upon students' existing knowledge and skills. Differentiates instruction to meet the students' needs. Reinforces learning goals consistently throughout lessons. *Comments:*	Uses instructional technology to enhance student learning. Communicates clearly and checks for understanding.	*Improvement* • *Unacceptable*
4. Assessment of/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.* 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. *Comments:*	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	Rating • *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*
5. Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* 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. *Comments*	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.	Rating • *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*
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.* 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	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.	Rating • *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*

intended for school and student enhancement. *Comments:*	Demonstrates consistent mastery of standard oral and written English in all communication.	
7. Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.* Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. Documents the progress of each student throughout the year. *Comments:*	Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student growth. Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.	Rating • *Exemplary* • *Proficient* • *Developing/ Needs Improvement* • *Unacceptable*

Evaluation Summary ☐Recommended for continued employment. ☐ Recommended for placement on a *Professional Growth Plan*. ☐Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Professional Growth Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)
Commendations
Areas Noted For Improvement:
Teacher Improvement Goals
_____   _____ Evaluator's Name   Teacher's Name
_____   _____ Evaluator's Signature   /Date   Teacher's Signature/Date (Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Part 7: Supporting and Improving Teacher Performance

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan,* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. The diagram below highlights the key differences between the two processes.

Two Tools to Increase Professional Performance

	Support Dialogue	Performance Improvement Plan
Purpose	● For teachers who could benefit from targeted performance improvement	● For teachers whose work is in the "Developing/Needs Improvement" or "Unacceptable categories"
Initiates Process	● Evaluator	● Evaluator
Documentation	● Form Provided: Support Dialogue Form ● Memo, email or other record of the discussions. There may be other forms of documentation at the building/site level	● Form Provided: Performance Improvement Plan ● Building/Worksite Level ● Human Resources Notified
Outcomes	● Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the teacher. ● In some instances, when little or no progress is made the employee may be moved to a Performance Improvement Plan.	● Sufficient improvement – recommendation to continue employment. ● Inadequate improvement – recommendation to continue on Performance Improvement Plan or non-renew or dismiss the employee.

*The evaluator for teachers may be the principal or someone designated by the principal. If a designee—an assistant principal, for example— has been collecting documentation such as observations, the evaluator and the principal confer about the *Professional Growth Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Professional Growth Plan* and makes the recommendation to the Superintendent of Schools about the employee's progress.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers during the school year for use when a teacher's professional practice would benefit from additional support. It is designed to facilitate discussion about areas for performance improvement and ways to address them.

Initial Support Dialogue Session

During the initial session, both parties share what each will do to support the teacher's professional growth (see sample prompts below) and decide when to meet again.

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

Dialogue Support Meetings
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 changes' impact.

> *Sample Prompts for the Follow-Up Conversation*
> Last time we met, we talked about _____ (tell specific concern). What has gone well?
> What has not gone as well? What, if any, additional support do you need to meet your performance target?

Roles and Responsibilities of the Support Dialogue

The entire Support Dialogue process is intended to be completed within a relatively short time period (for example, within a six-week period) as it offers targeted support. Therefore, the teacher and evaluator need to collaborate on a specific timeline that also defines roles and responsibilities. It is recommended to hold the support dialogue in a conversation outside of the post-observation meeting, so it is clear a support dialogue took place. **It is highly suggested that the administrator responsible for the teacher's summative evaluation follow up with an email or memo stating the period of support start and end date as well as the expectations that must be met in order to prevent moving to the Professional Growth Plan.**

Desired Outcomes

The desired outcome would be that the teacher's performance is at 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 begin the *Professional Growth Plan* process.

A *Support Dialogue Checklist* is provided to assist the evaluator in following the steps for a support dialogue.

Licensed Staff Support Dialogue Checklist

Teacher Name	Date

Evaluator

Instructions: This checklist is a tool for evaluators to use in completing a support dialogue. The support dialogue is the first step in supporting a teacher's growth and progress to meet performance standards.

- Initial Conversation. Sample prompts: What challenges have you encountered in addressing _____ (specific area(s) for focus)? What have you tried to do to address this? What support can I or others at the school/worksite provide you?

Determine support

- Establish a date by which growth will occur
- Capture highlights of the discussion in writing (e.g., an email to the teacher). Include the area(s) for focus and other highlights of the conversation such as support and the date by which growth will occur.
- Monitor and support growth
- Record observations on progress
- Meet to discuss progress. Sample prompts: Last time we met, we talked about _____(area(s) for focus). What has gone well? What has not gone as well?
- Document the resolution. File this and other documentation (e.g., emails) at the school level.

Professional Growth Plan

If a teacher's performance does not meet the expectations established in any of the seven performance standards, the teacher may be placed on a Professional Growth Plan.

A Professional Growth Plan is designed to support a teacher in addressing areas for focus through targeted supervision and additional resources. It may be used by an evaluator at any point during the school year and is normally preceded by the support dialogue process for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more "Not Evident" ratings on an interim review is required to complete the support dialogue process, at a minimum, and develop a Professional Growth Plan if performance does not improve after the mutually agreed-upon timeframe. The Support Dialogue and the Professional Growth Plan is required if growth does not occur or if either of the following ratings is given on a *Teacher Summative Performance Evaluation Report:*
- a rating of "needs improvement" on **two or more** performance standards, or
- a rating of "unacceptable" on **one or more** performance standards or an overall rating of "unacceptable."

Implementation of Professional Growth Plan

For instances when the evaluator determines that the teacher will complete the Professional Growth Plan process, the evaluator must:
- provide written notification to the teacher of the areas of focus that will be addressed
- formulate **a detailed plan including activities, actions, responsible parties, and a timeline** in conjunction with the teacher
- review the results of the plan with the teacher immediately following the predetermined time period, or according to the specifically established target dates

The evaluator and teacher will work collaboratively to complete the Professional Growth Plan located in TalentEd. The plan is added to the employee's assigned process and is monitored through the online system.

Assistance may include:
- support from a professional peer or supervisor for specific activities outlined in the Professional Growth Plan
- conferences, classes, and workshops on specific topics
- at the request of the teacher, support from an evaluation team
- other resources to be identified

Licensed Staff Professional Growth Plan

Teacher:	Evaluator
Grade/Subject:	Title:
School:	Additional Evaluation Team Members/Title:
School Year:	Initiation Date:

Area(s) of Focus:

Instructions: Clearly state the area(s) for focus, including the VDOE Performance Standard and Indicator along with evidence. Note: There may be more than one area for focus per growth plan, but there should be one goal statement per problem with multiple strategies and activities to meet the goal.

Performance Goal Statement #1	Strategies, Activities	Support Structures	Data Collection Method and Sources	Responsible Parties Completion Dates
List Teacher Performance Goal	Instructions: Use this column to list all activities and when they will occur. An example follows	Instructions: Use this column to list all support structures designed to improve performance	Instructions: Use this column to list how improvement will be measured.	Instructions: Use this column to note names of those responsible for supporting and completing activities. Remember to include a "on or before" date or a hard deadline
Performance Goal Statement #2	**Strategies, Activities**	**Support Structures**	**Data Collection Method and Sources**	**Responsible Parties Completion Dates**
List Teacher Performance Goal	Instructions: Use this column to list all activities and when they will occur. An example follows	Instructions: Use this column to list all support structures designed to improve performance	Instructions: Use this column to list how improvement will be measured.	Instructions: Use this column to note names of those responsible for supporting and completing activities. Remember to include a "on or before" date or a hard deadline.

Resolution of Professional Growth Plan

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

- Sufficient improvement has been achieved; the teacher is no longer on a Professional Growth Plan and is rated at a minimum, "proficient."

- Partial improvement has been achieved, but more improvement is needed; the teacher remains on a Professional Growth Plan and is rated "needs improvement."

- Little or no improvement has been achieved; the teacher is rated "unacceptable."

When a teacher is rated "unacceptable" on the Professional Growth Plan, the teacher may be recommended for dismissal. If not dismissed, a new Professional Growth Plan will be implemented. After completing the plan, if the teacher is rated "unacceptable" a second time, the teacher will be recommended for dismissal. The plan is completed and electronically signed by the evaluator, the teacher, and archived in the teacher's TalentEd file.

Request for Review of an "Unacceptable" Rating

The teacher may request a review of the evidence in relation to an "unacceptable" rating received as a result of a Professional Growth Plan by sending a memo detailing areas of concern and requesting a review of evidence to Human Resources.

Licensed Staff Professional Growth Plan Results

Teacher:	**Evaluator**
Grade/Subject:	**Title:**
School:	**Additional Evaluation Team Members/Title:**
School Year:	**Initiation Date:**

Area(s) of Focus:

Instructions: Clearly state the area(s) for focus, including the VDOE Performance and Indicator along with evidence.   Note: There may be more than one area for focus per growth plan, but there should be one goal statement per problem with multiple strategies and activities to meet the goal.

Performance Goal Statement #1	
Results	
Performance Goal Statement #2	
Results	

Recommendation based on the results of the *Professional Growth Plan*:

- Sufficient improvement has been achieved and the teacher no longer requires a *Professional Growth Plan*.
- Some improvement has been achieved and the *Professional Growth Plan* will continue.
- Little or no improvement has been achieved and the teacher is recommended for non-renewal or dismissal.

Evaluator Signature	Teacher Signature
Date	

*Signature signifies receipt only

Glossary Of Teacher Evaluation Terms

Achievement Gap: The "achievement gap" in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures.

Core Values: The fundamental beliefs of ACPS. These guiding principles dictate behavior and can help people make decisions for the Division.

Documentation Log: The Documentation Log houses required and teacher-selected artifacts that provide evidence of meeting the performance standards.

Educational Equity: Educational disparities based on race, economics, and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably and proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.

Educational Excellence: We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than compliance or test scores.

Equity: Race does not determine the quality of life, opportunities, and outcomes.

Goals: The five elements that comprise the Division's approach to ensuring equity, frame the Division's work in meeting the KPIs, and enable the Division to track implementation progress. Each goal includes measures that define how the implementation of the goal will be determined. Each goal will also include a number of strategies and highlighted actions for how the goal will be achieved.

Measures: Ways in which ACPS will determine the extent to which goals are being implemented.

Mission: A brief description of ACPS' fundamental purpose both for those in the Division and for the public. It answers the question, "Why do we exist?"

Observation: Evaluators conduct both walk-throughs and formative observations throughout the year. Walk-throughs are sporadic and not of any mandated length but suggested not to exceed a classroom period. A formative observation runs 45 minutes or one class period and is followed by a post-conference during which the evaluator and teacher will discuss strengths and areas for improvement. A pre-conference may be conducted at the request of the teacher or the evaluator.

Opportunity Gap: Disparity in access to quality schools and the resources needed for academic success, such as early childhood education, and/or access to rigorous, engaging, and relevant instruction. The Opportunity Gap shows up in access to academic programs such as TAG.

Strategies: High-level actions for how the Division plans to achieve each goal. Identified within each strategy are highlighted actions, which are specific priority projects that help achieve each measurable goal.

Vision: A clear statement that describes what ACPS is trying to achieve in the future.

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The Alexandria City Public Schools Teacher Growth and Assessment System Revision Process Team

SUPERINTENDENT OF SCHOOLS
Dr. Gregory C. Hutchings, Jr.

CHIEF OF STAFF
Dr. Stephen Wilkins

DEPARTMENT OF TEACHING, LEARNING, AND LEADERSHIP
Dr. Terri H. Mozingo - Chief of Teaching, Learning, and Leadership
Dr. Gerald R. Mann, Jr. - Executive Director of Instructional Support

HUMAN RESOURCES
Sandra Hardeman - Director of Retention and Recruitment
T. Michael Carson - Director of Employee Engagement and Relations

Alexandria City Public Schools acknowledges the volunteers who participated on the Teacher Evaluation Technical Work Group, Teacher Work Group, and Administrative Review Committee.

TECHNICAL WORK GROUP

Rene Pascal	Principal, Samuel W. Tucker Elementary School
Robin Jamison-Moorer	Teacher, T.C. Williams King Street Campus
Carmen Sanders	Lead Campus Administrator, T.C. Williams High School
Frances Brearley	TAG Coordinator
Pierrette Peters	Principal, Francis C. Hammond Middle School
Alicia Kingcade, Ed.D.	Assistant Principal, John Adams Elementary School
Lauren Holthaus	Assistant Principal, Cora Kelly School for Math, Science, and Technology
Marya Runkle	Director, Education and Business Applications
Liza Burrell - Alana	Principal, Mt. Vernon Community School
Michael Routhouska	Principal, William Ramsay Elementary School
Timothy Brannon	Academic Principal, Francis C. Hammond Middle School
Anika Buster-Singleton	Academic Principal, Francis C. Hammond Middle School
PreeAnn Johnson	Principal, James K. Polk Elementary School
Ingrid Bynum	Principal, Patrick Henry K-8 School

TEACHER WORK GROUP

Danielle Thorne	T.C. Williams High School - King Street Campus
Rhea Butler	T.C. Williams High School - Minnie Howard Campus
Tania Contreras	Chance For Change Academy
Norma Hancock	Chance For Change Academy
Mary Alonso	Charles Barrett Elementary School
Armille Mitchell	Francis C. Hammond Middle School
Jacenta Collins	Francis C. Hammond Middle School
Sybil Currie-Boyd	George Washington Middle School

Colleen McEnearney	George Washington Middle School
Shanice Davis	Patrick Henry K-8 School
Jebren Zekar	Patrick Henry K-8 School
Michelle Italiaander	Early Childhood Center
Amy Salleh	Early Childhood Center
Emily Cheolas	Ferdinand T. Day Elementary School
Kaitlyn Side	Ferdinand T. Day Elementary School
Shannon Powell	Lyles-Crouch Traditional Academy
Andrew Orndorff	Lyles-Crouch Traditional Academy
Margaret Corbi	Lyles-Crouch Traditional Academy
Jonathan Tart-Hisaw	Douglas-MacArthur Elementary School
Tracey Hamilton	Douglas-MacArthur Elementary School
Deanna Smith	George Mason Elementary School
Jennifer Trojan	George Mason Elementary School
Megan Langley	Matthew Maury Elementary School
Lisha Backus	Matthew Maury Elementary School
Kaylah Williams	James K. Polk Elementary School
Krystal Gray	James K. Polk Elementary School
Libby Delgado	James K. Polk Elementary School
Lauren Cummings	William Ramsay Elementary School
Felicia Stinson	William Ramsay Elementary School
Melissa King	Technology Integration Specialist
Christina Bohringer	Samuel Tucker Elementary School
Stacey Swickert	Samuel Tucker Elementary School
Tina Osborne	John Adams Elementary School
Michelle Italiaander	Early Childhood Center
Deborah Napoleon	Jefferson-Houston PreK-8 IB School
Katherine Woosley	Jefferson-Houston PreK-8 IB School
Christine Scherrer	Cora Kelly School For Math, Science, and Technology
Katharine Woolsey	Jefferson-Houston PreK-8 IB School
Deborah Haiman	Cora Kelly School For Math, Science, and Technology

ADMINISTRATIVE REVIEW COMMITTEE

Dr. Betty Hobbs	Special Assignment
Dawn Lucas	Educators Association of Alexandria
Sahar Wiltshire	Executive Assistant, Department of Teaching, Learning, and Leadership

ALEXANDRIA CITY SCHOOL BOARD

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