



# Montgomery County Public Schools

# **Certified Employee Evaluation Handbook**

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## **Acknowledgements**

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The Montgomery County School Board

## **Equal Employment Opportunity**

The Montgomery County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention, or other personnel action affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, sexual orientation, political affiliation, gender, pregnancy, childbirth or related medical condition, age, marital status, disability or status as a special disabled veteran is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation, when necessary.

Any cases of suspected discrimination should be reported immediately to:

Director of Human Resources  
EEO Compliance Officer  
750 Imperial Street, SE  
Christiansburg, VA 24073

Phone 540.382.5100, Ext. 1067

or

Human Resources Department  
540.382.5100

Employees who desire to complain that they have been discriminated against in violation of this policy may use the grievance procedure found in Policy 5-1.2 of the MCPS Policy Manual.

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# Overview

This handbook describes the system for evaluating teachers and other non-administrative certified employees. The handbook, including the evaluation instrument, reflects the language and intentions of our School Board policy and is intended to provide guidance to the administrators who evaluate certified teachers.

## School Board Policy

Montgomery County Schools Policy 5-4.5 states, in part, the following:

“The division superintendent shall supervise the establishment of a cooperatively developed procedure for adequate and periodic evaluation of the work of each employee and shall maintain suitable records. The evaluation procedure shall allow for personnel evaluation appropriate to tasks performed by those being evaluated. The Virginia Board of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers...* should be consulted during the development of the evaluation procedures.”

The School Board believes that the professional growth and development of our certified instructional personnel can be accomplished, in part, through a formal evaluation of an employee’s performance. The Board subscribes to the development and implementation of a comprehensive model of evaluation procedures for teachers which will ensure and promote teachers’ professional growth and improved student performance. Additionally, the Board believes that an effective teacher evaluation system can contribute significantly to the successful delivery of school services and programs. This evaluation system will assess teachers based on documented Student Academic Progress as well as the skill and knowledge a teacher consistently demonstrates in the following standards: Professional Knowledge, Instructional Planning, Instructional Delivery, and Assessment of and for Student Learning, Learning Environment, and Professionalism.

The Superintendent and Administration, in cooperation with certified employees, shall have the responsibility for developing and maintaining an effective evaluation system. The emphasis is that evaluations should be conducted in a professional and cooperative manner and should include guidance for professional development on a personal level. The School Board and Administration also recognize that a periodic review and assessment of the system should occur. The School Board shall approve the evaluation system and subsequent revisions prior to implementation.

## Purposes of Evaluation

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

- contribute to the successful achievement of the goals and objectives defined in the school division's educational 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 the teacher and the evaluator that promotes continuous professional growth 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 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 student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and
- a support system for providing assistance when needed.

## Establishing Performance Evaluation Criteria

The Educational Accountability Act of 1999 stipulates that each local school board adopt, for use by the division superintendent, clearly defined criteria for a performance evaluation process for certified instructional personnel that includes, among other things, an assessment of the employee's instructional skills and knowledge, student academic progress - to include documented school gains in student learning, and effectiveness in addressing school safety while enforcing appropriate student conduct. The division superintendent shall implement a performance evaluation process when making employment recommendations to the School Board pursuant to 22.1-293 (22.1-294B).

The use of clearly defined evaluation criteria and uniform performance standards for instructional personnel will serve as the foundation for a fair and comprehensive evaluation system. The system should provide sufficient detail and definition so that all employees can reasonably understand and comply with their job expectations. Clear evaluation criteria, to include student achievement, are the measures by which a school division's effectiveness is determined. Likewise, an employee's overall job performance is assessed by the same requirements.

The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that School Boards' procedures for evaluating instructional personnel address student academic progress.

Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:

...B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities....

Section 22.1-295 (Employment of teachers) states, in part, the following:

...C. 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.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the performance standards (objectives) included in this document.

# Performance Standards for Teachers

The uniform performance standards for teachers are used to collect and present data to document performance that is 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, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

## Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The expectations for professional performance are defined using a two-tiered approach.

## Performance Standards

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

### *Performance Standards*

<b>Performance Standard 1: Professional Knowledge</b>
<i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>
<b>Performance Standard 2: Instructional Planning</b>
<i>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.</i>
<b>Performance Standard 3: Instructional Delivery</b>
<i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>
<b>Performance Standard 4: Assessment of and for Student Learning</b>
<i>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.</i>
<b>Performance Standard 5: Learning Environment</b>
<i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>
<b>Performance Standard 6: Professionalism</b>
<i>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.</i>
<b>Performance Standard 7: Student Academic Progress</b>
<i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i>

## Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps 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, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are 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).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***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.*** Sample performance indicators for each of the performance standards follow.

### 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 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:*

- 1.1 Uses student learning data to guide planning
- 1.2 Plans time realistically for pacing, content mastery, and transitions
- 1.3 Plans for differentiated instruction
- 1.4 Aligns lesson objectives to the school's curriculum and student learning needs
- 1.5 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:*

- 1.1 Engages and maintains students in active learning
- 1.2 Builds upon students' existing knowledge and skills
- 1.3 Differentiates instruction to meet the students' needs
- 1.4 Reinforces learning goals consistently throughout lessons
- 1.5 Uses a variety of effective instructional strategies and resources
- 1.6 Uses instructional technology to enhance student learning
- 1.7 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, guide instructional content and delivery methods, and provide 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:*

- 1.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning
- 1.2 Involves students in setting learning goals and monitoring their own progress
- 1.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population
- 1.4 Aligns student assessment with established curriculum standards and benchmarks
- 1.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives
- 1.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning
- 1.7 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:*

- 1.1 Arranges the classroom to maximize learning while providing a safe environment
- 1.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly
- 1.3 Maximizes instructional time and minimizes disruptions
- 1.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic
- 1.5 Promotes cultural sensitivity
- 1.6 Respects students' diversity, including language, culture, race, gender, and special needs
- 1.7 Actively listens and pays attention to students' needs and responses
- 1.8 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:*

- 1.1 Collaborates and communicates effectively within the school community to promote students' well-being and success
- 1.2 Adheres to federal and state laws, school and division policies, and ethical guidelines
- 1.3 Incorporates learning from professional growth opportunities into instructional practice
- 1.4 Sets goals for improvement of knowledge and skills
- 1.5 Engages in activities outside the classroom intended for school and student enhancement
- 1.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 1.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 1.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues
- 1.9 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:*

- 1.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data
- 1.2 Determines the progress of each student throughout the year
- 1.3 Provides evidence that achievement goals have been met, based on multiple measures of student growth
- 1.4 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, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would 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.

# Rating System

## Evaluating Teacher Performance

Performance Standards 1-6 will each reflect 10% of an employee's overall evaluation assessment. In keeping with the recommendation of the Virginia Department of Education, Standard 7 (Student Academic Progress) will reflect 40% of an employee's evaluation assessment. The evaluation process uses a four-level rating scale:

- Exemplary (40 - 36 overall summative score)
- Proficient (35 - 29 overall summative score)
- Emerging/Needs Improvement (28 - 24 overall summative score)
- Does Not Meet Standard (Less than 24 overall summative score)

The *Exemplary* rating is reserved for truly outstanding employees described by very demanding criteria. The teacher demonstrates performance, professional accomplishments, and behaviors that considerably surpass the expectations. With respect to recommendations from the Virginia Department of Education, it is anticipated that a limited number of our certified employees will be assessed at this level.

The *Proficient* rating describes expected professional performance demonstrated on a consistent basis. The teacher meets the standard in a manner that is consistent with the school's mission and goals. This evaluation rating will depict successful student achievement.

The *Emerging/Needs Improvement* rating indicates that the employee's performance has deficiencies in specific performance areas or the expected performance is not demonstrated as consistently as needed. The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals. In addition, regardless of the effort demonstrated by an employee, the student academic achievement results do not consistently meet the state, district, school, department, class, or individual student's expectations. A rating of "Emerging/Needs Improvement" in Standard 7, or a rating of "Developing/Needs Improvement" in two or more other standards, may result in the employee being placed on a Performance Improvement Plan (Appendix C), if they are recommended for continued employment.

The *Does Not Meet Standard* rating is reserved for demonstrated performance that does not meet the expectations for any of the seven assessment standards and/or the student academic achievements are not in keeping with the state or district expectations. A rating of "Does Not Meet Standard" in one or more of the standard assessment areas will result in the employee being placed on a Performance Improvement Plan (Appendix C), if they are recommended for continued employment.

When evaluating an employee, the evaluator will ensure the assessment results reflect the effectiveness of an employee as defined by the Performance Standard Indicators. The evaluator will determine the final rating that most accurately describes the teacher's performance. The overall effectiveness rating of a teacher may include commentary for both commendation and improvement.

## Student Academic Progress

The *Code of Virginia* requires that individual school board procedures for evaluating teachers address student academic progress. The Virginia Department of Education School Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating. Furthermore, the Virginia Department of Education recommends that the ratings be weighted with the first six standards each representing 10% of the numeric assessment and that the seventh standard – Student Academic Progress – account for 40% of the evaluation. Key points in our model regarding the assessment under Standard 7 include:

Documented Student Academic Progress, as determined by multiple measures, will account for 40% of the evaluation with:

- A. Student Academic Progress is to be assessed using one or more quantifiable sources of a teacher's effectiveness based on documented student learning; and
- B. Student Academic Progress may include student growth percentiles, as provided from the Virginia Department of Education, when the data are available.

Whenever possible, it is recommended that student progress be measured and grounded in validated, quantitative, objective measures, using academic assessment tools already available.

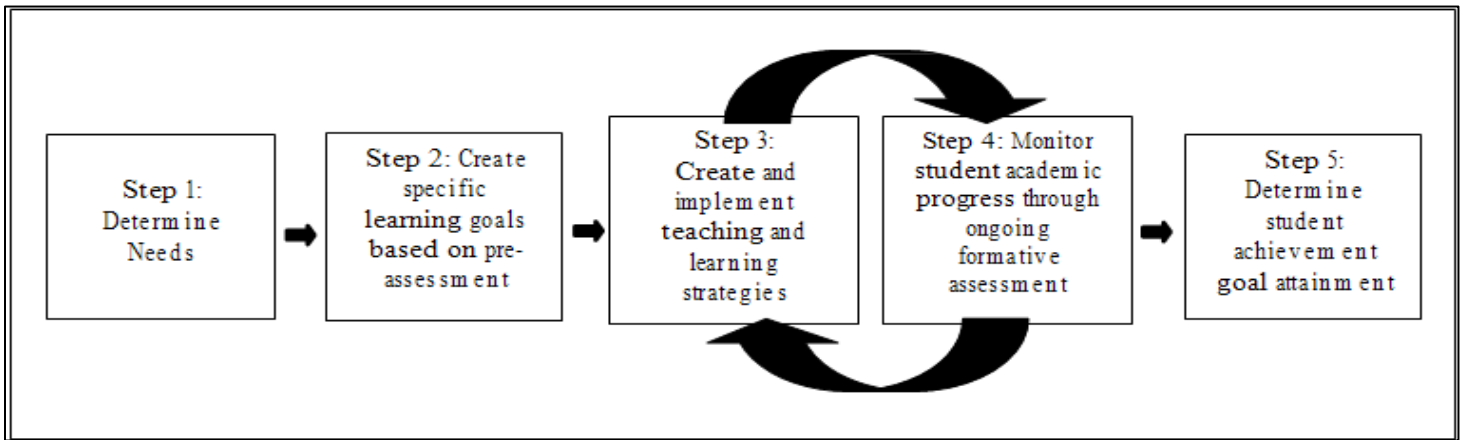
## Standard 7 Goal Setting

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. More specifically, the intent of student achievement goal setting is to:

- make explicit the connection between teaching and learning;
- make instructional decisions based upon student data;
- provide a tool for school improvement;
- increase the effectiveness of instruction through continuing professional development;
- focus efforts on student academic progress; and
- increase overall student achievement and the teacher's effectiveness.

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 needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. The figure on page 13 depicts these steps.

### *Student Achievement Goal Setting Process:*



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. 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 *what is the difference*.

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 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 school wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

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 assess a goal:

#### **SMART** – *Acronym for Developing Goals*

**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: The goal is feasible for the teacher.

**T**ime limited: The goal is contained within a single school year.

## Evaluation Data Collection

### *Formal and Informal Observations*

Observations are designed to provide teachers with an assessment of their performance in all Performance Standards. The observation results are not checklists for classroom visits – evaluators are expected to observe teachers on multiple occasions and in various settings throughout the year. Scheduled, as well as unannounced, observations provide the best opportunity for evaluators to have an accurate portrayal of a teacher's performance. Multiple observations will also provide the data necessary for evaluators to provide accurate formative feedback.

### *Portfolios*

Although maintaining a portfolio is not required, some teachers may find that organizing a portfolio documenting their efforts in relationship to the Performance Standards may be beneficial. The contents of any portfolio are chosen by the employee and should be organized to reflect the Performance Standards.

### *Summative Evaluation*

The summative evaluation will incorporate all components of the evaluation process. This will include, but is not limited to, the application of the Performance Standard Indicators, the goal setting component for Standard 7 (Appendix A), formal and informal observation summaries, and a portfolio, if submitted. A schedule for evaluations is provided for annual and continuing contract employees in Appendix D.

#### Annual Contract

- Employees who are issued a first year annual contract will have a minimum of two observations and one Summative Evaluation (Appendix B) with one observation occurring each semester.
- Employees who are issued a second or third year annual contract will have a minimum of one observation and one Summative Evaluation (Appendix B) with the observation taking place in the first semester and the Summative Evaluation occurring in the second semester.
- During the year, frequent classroom visits are to be conducted including two (2) formative observations prior to each summative evaluation.
- The conferences and summative evaluation shall be completed prior to the last teacher workday of the year. Additional conferences and observations may be conducted as determined by the evaluator.

#### Continuing Contract

- Employees who are issued a continuing contract will have a minimum of one formal observation, which may include their Summative Evaluation (Appendix B), every year.
- The summative evaluation shall be completed prior to the last teacher workday of the year. Additional conferences and observations may be conducted as determined by the evaluator.

<sup>1</sup>Strong, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education.



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## **Appendix A – Standard 7 Goal Setting Form**



# GOAL SETTING FORM - STANDARD 7

(This form is presented as an *optional form* to use in the required annual Goal Setting)

Employee Name \_\_\_\_\_  
Last First MI

Location: \_\_\_\_\_

Assignment \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_  
Name Title

**This form is a tool to assist the evaluator and the teacher in establishing and documenting goals. It may also be used to document Student Academic Progress and professional competency.**

- 1) **Optional Conversation date(s):** \_\_\_\_\_
- 2) **Describe the teacher's assignment, student baseline data, and identify student/learner goals for each class or subject.**

**Menu of evaluation options:**

- 3) **Option for mid-year review**

**Requestor (circle):** Evaluator or Employee      **Mid-year review dates:** \_\_\_\_\_

\_\_\_\_\_  
**Supervisor Signature**                      **Date**

\_\_\_\_\_  
**Employee Signature**                      **Date**



Montgomery County  
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## **Appendix B – Teacher Summative Evaluation Form**

## MCPS Sample Teacher Summative Performance Report

*Directions: Evaluators use this form prior to the last teacher workday of the school year to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.*

Teacher's Name \_\_\_\_\_ School Year(s) \_\_\_\_\_

Grade/Subject \_\_\_\_\_ School \_\_\_\_\_

### MCPS Teacher Summative Evaluation Report

**Contract Status:**      Annual Contract    Continuing Contract

<p><b>1. Professional Knowledge</b>  <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>	<p><b>Rating</b>  <input type="checkbox"/> Exemplary  <input type="checkbox"/> Proficient  <input type="checkbox"/> Developing/                        Needs                        Improvement  <input type="checkbox"/> Does Not Meet                        Standard</p>
<p>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 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 area(s) taught.            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  <i>Comments:</i></p>	

<p><b>2. Instructional Planning</b>  <i>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.</i></p>	<p><b>Rating</b>  <input type="checkbox"/> Exemplary  <input type="checkbox"/> Proficient  <input type="checkbox"/> Developing/                        Needs                        Improvement  <input type="checkbox"/> Does Not Meet                        Standard</p>
<p>1.1 Uses student learning data to guide planning.            1.2 Plans time realistically for pacing, content mastery, and transitions.            1.3 Plans for differentiated instruction            1.4 Aligns lesson objectives to the school's curriculum and student learning needs.            1.5 Develops appropriate long- and short-range plans and adapts plans when needed  <i>Comments:</i></p>	

<p><b>3. Instructional Delivery</b>  <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
<p>1.1 Engages and maintains students in active learning.  1.2 Builds upon students' existing knowledge and skills.  1.3 Differentiates instruction to meet the students' needs.  1.4 Reinforces learning goals consistently throughout lessons.  1.5 Uses a variety of effective instructional strategies and resources.  1.6 Uses instructional technology to enhance student learning.  1.7 Communicates clearly and checks for understanding.</p> <p><i>Comments:</i></p>	

<p><b>4. Assessment of/for Student Learning</b>  <i>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.</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
<p>1.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.  1.2 Involves students in setting learning goals and monitoring their own progress.  1.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.  1.4 Aligns student assessment with established curriculum standards and benchmarks.  1.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.  1.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.  1.7 Gives constructive and frequent feedback to students on their learning</p> <p><i>Comments:</i></p>	

<p><b>5. Learning Environment</b>  <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student- centered environment that is conducive to learning.</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
<p>1.1 Arranges the classroom to maximize learning while providing a safe environment.  1.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.  1.3 Maximizes instructional time and minimizes disruptions.  1.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.  1.5 Promotes cultural sensitivity.  1.6 Respects students’ diversity, including language, culture, race, gender, and special needs.  1.7 Actively listens and pays attention to students’ needs and responses.  1.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</p> <p><i>Comments:</i></p>	

<p><b>6. Professionalism</b>  <i>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.</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
<p>1.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.  1.2 Adheres to federal and state laws, school policies, and ethical guidelines..  1.3 Incorporates learning from professional growth opportunities into instructional practice.  1.4 Sets goals for improvement of knowledge and skills. Promotes cultural sensitivity.  1.5 • Engages in activities outside the classroom intended for school and student enhancement  1.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.  1.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students’ progress.  1.8 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues.  1.9 Demonstrates consistent mastery of standard oral and written English in all communication.</p> <p><i>Comments:</i></p>	

<p><b>7. Student Academic Progress</b>  <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>	<p><b>Rating</b></p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Developing/ Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet Standard</p>
<p><b>1.1</b> Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.</p> <p><b>1.2</b> Documents the progress of each student throughout the year.</p> <p><b>1.3</b> 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.</p> <p><b>1.4</b> Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</p> <p><i>Comments:</i></p>	

## Overall Evaluation Summary:

- Exemplary (40-36)
- Proficient (35-29)
- Developing/Needs Improvement (28-24) (*must be placed on Performance Plan of Improvement*)
- Does Not Meet Standard (less than 24) (*must be placed on Performance Plan of Improvement*)
- Recommended for placement on a *Performance Plan of Improvement*

### Commendations:

### Areas Noted for Improvement:

### Teacher Growth Goals:

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Evaluator's Name

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Teacher's Name

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Evaluator's Signature

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Teacher's Signature\*

\*Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

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Date

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Date

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Site Administrator's Name

---

Site Administrator's Signature

---

Date



Montgomery County  
Public Schools

## **Appendix C – Performance Plan of Improvement Form**



**Montgomery County Public Schools**

Performance Plan of Improvement

Employee:				Start Date:	
Work Location:				Completion Date:	
Position:				Primary Evaluator:	
Standard	Actions to be taken by Employee	Assistance to be provided	Description of successful completion	Conference Date	Remarks

Progress on this improvement plan will be determined by evidence and other documentation provided by the employee and/or observed by the evaluator or his/her designee.

Employee Signature:			Date:		
Evaluator Signature:			Date:		



Montgomery County  
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## **Appendix D – Teacher Evaluation Schedule**

**TEACHER EVALUATION - Evaluation Options and Schedule**

Certified Contract Type	Schedule and Due Dates			
	Number of Observations	Must be completed between	Number of Evaluations	Due Date
AN1 and 1YO	1 observation 1st semester 1 observation 2nd semester	August 27 and May 1	1 summative evaluation	Last teacher workday
ROY and Part-Time	1 observation	August 27 and May 1	1 summative evaluation	Last teacher workday
AN2	1 observation	August 27 and May 1	1 summative evaluation	Last teacher workday
AN3	1 observation	August 27 and May 1	1 summative evaluation	Last teacher workday
Continuing Contract	1 observation	August 27 and May 1	1 summative evaluation	Last teacher workday
Teacher conferences for summative evaluations must be held by the last workday				