



Goal Setting for Student Progress Form

Teacher's Name: _____

Subject/Grade: _____ **School Year:** ____ - ____

Directions:

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

Initial Goal Submission (due by _____ to the evaluator)

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?)	<input type="checkbox"/> Data attached	
IV. Goal Statement (Describe what you want learners/program to accomplish)		
V. Means for Attaining Goal (Strategies used to accomplish the goal)		
Strategy	Evidence	Target Date

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Nottoway County Public Schools Teacher Performance Evaluation System

VI. Mid-Year Review (<i>Describe goal progress and other relevant data</i>)	<i>Mid-year review conducted on</i> _____ <i>Initials:</i> _____(<i>teacher</i>) _____(<i>evaluator</i>)
	<input type="checkbox"/> <i>Data attached</i>

Teacher's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth *Yes* *No*

Evaluator's Signature _____ *Date* _____



Observation/Document Review Form

Evaluators use this form to document the required annual observations of the teacher. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ Date: _____

Observer: _____ Class/Time: _____

Documentation Log Review: ___Yes ___No

1: Professional Knowledge	Specific Examples:
2: Instructional Planning	Specific Examples:
3: Instructional Delivery	Specific Examples:

4: Assessment of/for Learning	Specific Examples:
5: Learning Environment	Specific Examples:
6: Professionalism and Communication	Specific Examples:
7: Student Progress	Specific Examples:

Observer's Signature: _____

Teacher's Signature: _____

<p>1: Professional Knowledge</p> <p>1.1 Addresses appropriate curriculum standards and integrates key content elements.</p> <p>1.2 Facilitates students’ use of higher-level thinking skills in instruction.</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</p> <p>1.4 Demonstrates accurate and current knowledge of subject matter.</p> <p>1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.</p> <p>1.6 Bases instruction on goals that reflect high expectations for all students.</p> <p>1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</p>
<p>2: Instructional Planning</p> <p>2.1 Analyzes and uses student learning data to inform planning.</p> <p>2.2 Plans instruction effectively for content mastery, pacing, and transitions.</p> <p>2.3 Plans for differentiated instruction.</p> <p>2.4 Aligns and connects lesson objectives to Virginia Standards of Learning and the school division’s curriculum.</p> <p>2.5 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</p>
<p>3: Instructional Delivery</p> <p>3.1 Engages and maintains students in active learning.</p> <p>3.2 Builds upon students’ existing knowledge and skills.</p> <p>3.3 Differentiates instruction to meet students’ needs.</p> <p>3.4 Reinforces learning goals consistently throughout the lesson.</p> <p>3.5 Uses a variety of effective instructional strategies and resources.</p> <p>3.6 Uses instructional technology to enhance student learning.</p> <p>3.7 Communicates and presents material clearly, and checks for understanding.</p>
<p>4: Assessment of/for Learning</p> <p>4.1 Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</p> <p>4.2 Creates or selects valid and appropriate assessments.</p> <p>4.3 Aligns student assessment with established curriculum standards and benchmarks.</p> <p>4.4 Uses a variety of formal and informal assessment strategies for instructional planning.</p> <p>4.5 Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making.</p> <p>4.6 Uses assessment tools for both formative and summative purposes to inform instruction.</p> <p>4.7 Gives constructive and frequent feedback to students on their learning and progress toward their learning goals.</p>

5: Learning Environment

- 5.1 Provides a safe physical, intellectual, and emotional setting that maximizes instructional time with minimum disruptions.
- 5.2 Establishes clear expectations for classroom rules and procedures and enforces them consistently and appropriately.
- 5.3 Creates and maintains an educational environment in which the students feel comfortable enough to take risks and explore learning.
- 5.4 Models caring, fairness, respect, and enthusiasm for learning.
- 5.5 Promotes a climate of trust and teamwork within the classroom.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.

6: Professionalism and Communication

- 6.1 Carries out duties in accordance with established school board policies, regulations, practices, and ethical guidelines.
- 6.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 6.3 Respects and maintains confidentiality.
- 6.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 6.5 Participates in ongoing professional growth activities (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 6.6 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 6.7 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 6.8 Collaborates with colleagues and community to reach educational decisions that enhance and promote student learning.
- 6.9 Demonstrates flexibility in adapting to school change.

7: Student Progress

- 7.1 Sets measurable, reasonable, and appropriate achievement goals for student progress.
- 7.2 Assesses prerequisite developmental knowledge and skills to determine initial level of understanding and content readiness.
- 7.3 Monitors student progress through the use of formative and summative assessments.
- 7.4 Identifies and establishes additional means of support to increase achievement levels for all students.
- 7.5 Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.



Pre-Observation Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Conference Date: _____ Evaluator: _____

Inquiries	Notes
1. Describe the lesson which will be observed. <ul style="list-style-type: none"> ◆ The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned? ◆ What have/will you have done instructionally with students in the days prior to the observation? 	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern?	



Teacher Documentation Log Cover Sheet

Teacher: _____

School Year: _____ - _____

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	<p>Can include:</p> <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required):</p> <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism and Communication	Evidence of : Commitment to professional growth *Parent Communication Log	Can include: <ul style="list-style-type: none"> • record of participation in extracurricular activities and events • record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports	
7. Student Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year	

* indicates a required item



Sample Communication Log

Teacher: _____ School Year: _____ - _____

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



Sample Professional Development Log

Teacher: _____ School Year: _____ - _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____





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) (i.e., 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. 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?

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



TEACHER SUMMATIVE PERFORMANCE REPORT

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Contract Status: _____

Documentation Reviewed: Teacher Documentation Log Goal Setting Form Observation Form
 Other _____

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

Performance Standard 1: Professional Knowledge

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher consistently demonstrates extensive content and pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, content, pedagogical knowledge, and student development, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Instructional Planning

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher plans using the Virginia Standards of Learning, the school division’s curriculum, as well as effective strategies, resources, and data to meet the differentiated learning needs of all students.	The teacher inconsistently uses the Virginia Standards of Learning, the school division’s curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the Virginia Standards of Learning, the school division’s curriculum, or without using effective strategies, resources, or data to meet the needs of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 3: Instructional Delivery

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The teacher optimizes students’ opportunities 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 effective instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ individual learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 4: Assessment of/for Learning

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher regularly selects/develops and uses valid formative assessments, and teaches students how to monitor their own academic progress.	The teacher uses a variety of formative and summative assessment strategies and data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely or constructive feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 5: Learning Environment

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 6: Professionalism and Communication

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher continually engages in a high level of professional growth and application of skills; contributes to the development of others and the well-being of the school; and communicates frequently and clearly with students, colleagues and families in a variety of ways.	The teacher maintains a commitment to professional ethics and the school’s mission, participates in professional growth, and maintains effective communication with students, families, colleagues, and community.	The teacher inconsistently practices professional ethics and support of the school’s mission, seldom participates in professional growth opportunities, or inconsistently communicates with students, families, colleagues, and community.	The teacher shows a disregard toward professional ethics or the school’s mission, rarely takes advantage of professional growth opportunities, or repeatedly demonstrates inadequate or detrimental communication with students, families, colleagues, and community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 7: Student Progress

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The instructional efforts of the teacher result in a high level of student progress with all populations of learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement 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:

Overall Evaluation Summary Criteria	
<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> UNACCEPTABLE Due to three or more <i>Developing/Needs Improvement</i> or one or more <i>Unacceptable</i> ratings on performance standards
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Employee's Signature/Date</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Administrator's Signature/Date</i>



TEACHER INTERIM PERFORMANCE REPORT

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Contract Status: _____

Documentation Reviewed: Teacher Documentation Log Goal Setting Form Observation Form
 Other _____

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

Performance Standard 7: Student Progress

Exemplary <i>In addition to meeting the standard...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The instructional efforts of the teacher result in a high level of student progress with all populations of learners.	The instructional efforts of the teacher result in acceptable, measurable student progress based on established standards and goals.	The instructional efforts of the teacher result in some student progress, but more progress is often needed to meet established standards, school division goals, or school goals.	The instructional efforts of the teacher do not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Overall Evaluation Summary

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Evaluator's Signature

Date

Site Administrator's Signature

Teacher's Signature

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

Date

Date



PERFORMANCE IMPROVEMENT PLAN

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

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

_____ Evaluator's Signature/Date Initiated	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance. _____ Teacher's Signature/Date Initiated
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Results of Performance Improvement Plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</i>

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

Evaluator's Signature/Date Reviewed

Teacher's Signature/Date Reviewed
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

¹ These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.
² Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher. _____ **Additional Pages Attached**