Tazewell County Public Schools

New Teacher Professional Learning
Tazewell County Public Schools

New Teacher Program

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II. Tazewell County Mentor Teacher Brochure

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    b) Tips for Successful Parent Conferences
    c) The First Days of School
    d) First Year Teachers
    e) Phases of First Year Teachers’ Attitudes Towards Teaching
    f) Fourteen Things That Matter Most
    g) The ABC’s for the First Year Teachers
    h) National Board for Professional Teaching Standards
NEEDS ASSESSMENT QUESTIONNAIRE FOR BEGINNING TEACHERS
Needs Assessment Questionnaire for Beginning Teachers

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:
A. Little or no need for assistance in this area
B. Some need for assistance in this area
C. Moderate need for assistance in this area
D. High need for assistance in this area
E. Very high need for assistance in this area

1. ____ Finding out what is expected of me as a teacher
2. ____ Communicating with the principal
3. ____ Communicating with other teachers
4. ____ Communicating with parents
5. ____ Organizing and managing my classroom
6. ____ Maintaining student discipline
7. ____ Obtaining instructional resources and materials
8. ____ Planning for instruction
9. ____ Managing my time and work
10. ____ Diagnosing student needs
11. ____ Evaluating student progress
12. ____ Motivating students
13. ____ Assisting students with special needs
14. ____ Dealing with individual differences among students
15. ____ Understanding the curriculum
16. ____ Completing administrative paperwork
17. ____ Using a variety of teaching methods
18. ____ Facilitating group discussions
19. ____ Grouping for effective instruction
20. ____ Administering standardized achievement tests
21. ____ Understanding the school system's teacher evaluation process
22. ____ Understanding my legal rights and responsibilities as a teacher
23. ____ Dealing with stress
24. ____ Becoming aware of special services provided by the school district
Part B. Please respond to the following items.

25. List any professional needs you have that are not addressed in the items above.

________________________________________________________________________
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26. What additional types of support should the school district provide you and other beginning teachers?

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TAZEWELL COUNTY
MENTOR TEACHER
PROGRAM BROCHURE
New Teacher Information 2018-2019

⇒ New Teacher Orientation
  August 10, 2019 Technology
  August 11, 2019 Division Staff

⇒ Scheduled division level new teacher meetings (3:30-4:30)
  September 19, 2019
  November 14, 2019
  January 16, 2020
  February 17, 2020
  May 7, 2020

⇒ Mentor Training
  September 20, 2018 (3:30-4:30)

⇒ An online pre- and post-survey in Edivate to help determine success of the mentoring program.

⇒ New Teacher Professional Learning Group in Edivate.

⇒ Professional development opportunities available throughout the school year.

⇒ HOW TO BE AN EFFECTIVE TEACHER: THE FIRST DAYS OF SCHOOL by Harry K. Wong and Rosemary T. Wong

⇒ Professional Leave to allow for peer observations, professional learning conferences, and mentoring.

⇒ School mentoring coordinators will collect the monthly mentoring checklists, get a signature from the school Principal, make copies and send the original copies to the division contact person. The school mentoring coordinator will also be a facilitator for the mentor and mentee.

SMART Goals

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<tr>
<th>S</th>
<th>Specific</th>
<th>Know exactly what you are wanting to accomplish</th>
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<tbody>
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<td>M</td>
<td>Measurable</td>
<td>How will you know you met your goal?</td>
</tr>
<tr>
<td>A</td>
<td>Achievable</td>
<td>Make sure your goal is not too far to reach, but far enough to be challenging</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
<td>Link the goal to something important to you, something that inspires you</td>
</tr>
<tr>
<td>T</td>
<td>Timely</td>
<td>When do you want your goal to be met?</td>
</tr>
</tbody>
</table>

Rigor Relevance Relationships Excellence in Education

MENTOR PROGRAM

Dr. Christopher Stacy, Division Superintendent
506 Jeffersonville Street
Tazewell, VA 24651
Phone: 276-988-5511
Fax: 276-988-6765
Virginia Department of Education

Mentor Selection Criteria
The following selection criteria, outlined in The Education Accountability and Quality Enhancement Act, require that mentors must:

(i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors;
(ii) be assigned a limited number of teachers at any time; instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time; and
(iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection criteria that are well-defined, justifiable, and consistent with mentor responsibilities, may be developed by the local board or the mentor advisory committee. They may include, but are not limited to, the following:

- A history of proficient or outstanding performance appraisals;
- The recommendation of the school principal;
- The completion of mentor training;
- Recognition as an outstanding teacher who maintains positive-peer relations;
- Three years of successful teaching experience;
- Understanding of beginning teacher development;
- Willingness to participate in support provider/mentor training;
- Understanding of formative assessment processes;
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers;
- Possession of effective interpersonal and collaborative skills; and
- Commitment to their own professional growth and learning.

Why is a Mentor Important?

It is widely understood that collegial nurturing by experienced professionals can enhance the instructional skills of new teachers. As a Mentor you will be able to help our new teachers:

- Implement effective classroom leadership strategies.
- Regularly use proven and research based instructional techniques.
- Develop appropriate relationships with the students, as well as with their colleagues.
- Establish positive communication with the parents/guardians of their students.
- Be professional role models
- Focus on student growth and success.
- Stay in the profession.
- With advice, guidance and emotional support.
- Reduce stress.
- Become successful.

Tazewell County Public Schools
Mentor Teacher Program

The objectives of the Mentor Teacher Program are to support and retain new teachers that have potential to become outstanding educators, improve teacher performance, support teacher morale, and facilitate a seamless transition into their first year of teaching. In August, each new teacher is assigned a mentor whose job, under the leadership of the principal, is to provide assistance and professional support to teachers entering the profession. The mentor will also support and assist the new teacher with the curriculum framework, pacing guide, SOL testing (if applicable) and with procedures and routines of the school and classroom.

The mentoring program not only benefits the inexperienced teacher to gain insights on effective techniques but for the experienced teacher to gain fresh concepts and ideas. Meetings are scheduled daily, weekly, and/or monthly based on individual needs of the new teacher. Formative feedback is given on issues such as summative/formative assessment, curriculum, best practices, collaboration, lesson plans, SMART goals, the seven standards of the teacher evaluation process, parent/teacher conferences, instructional strategies, etc.
TAZEWELL COUNTY SCHOOL BOARD

Dr. Christopher Stacy
DIVISION SUPERINTENDENT

David Woodard, Chair
P. O. Box 254
Pocahontas, VA 24635
dwoodard@tazewell.k12.va.us

Irene Mullins, Vice Chair
131 Henry Street
North Tazewell, VA 24630
imullins@tazewell.k12.va.us

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GRAHAM HIGH
Brad Carr, Principal
Joanne Young, Assistant Principal
210 Valleydale
Bluefield, VA 24605-9400
(276) 326-1235/1255

RICHLANDS HIGH
Kimberly Ringstaff, Principal
Charity Hurst, Assistant Principal
138 Tornado Alley
Richlands, VA 24641-3069
(276) 964-4602/4617

TAZEWELL HIGH
Jerry Smith, Principal
Rick Vencill, Assistant Principal
167 Cosby Lane
Tazewell, VA 24651-1300
(276) 988-6502

TAZEWELL COUNTY CAREER AND TECHNICAL CENTER
Cynthia Beavers, Principal
260 Advantage Drive
Tazewell, VA 24651-1204
(276) 988-2529/2520

GRAHAM MIDDLE
Lee Salyers, Principal
Stephen Comer, Assistant Principal
#1 Academic Circle
Bluefield, VA 24605-9220
(276) 326-1101/1102

RICHLANDS MIDDLE
Sabrina Holmes, Principal
Jennifer McGee, Assistant Principal
294 Learning Lane
Richlands, VA 24641-3096
(276) 963-5370

TAZEWELL MIDDLE
Chad Brown, Principal
Derick Smith, Assistant Principal
367 Hope Street
Tazewell, VA 24651-9704
(276) 988-6513/6514

ABB’S VALLEY-BOISSEVAIN
Wendy Barringer, Principal
7030 Abbs Valley Road
Bluefield, VA 24605
(276) 945-5969

CEDAR BLUFF ELEMENTARY
Buffie Crabtree, Principal
1089 Cedar Valley Drive
Cedar Bluff, VA 24609-1400
(276) 963-5765

DUDLEY PRIMARY
Susan Maupin, Principal
1840 Tazewell Avenue
Bluefield, VA 24605-1199
(276) 326-1507

GRAHAM INTERMEDIATE
Terri Buckner, Principal
808 Greever Avenue
Bluefield, VA 24605-1519
(276) 326-3737, 326-1440

RICHLANDS ELEMENTARY
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Bethany Collins, Assistant Principal
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Suzanne Grindstaff, Principal
Karrie Kinder, Assistant Principal
300 Riverside Drive
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(276) 988-4510

TAZEWELL PRIMARY
Chandra Ashby, Principal
Karrie Kinder, Assistant Principal
175 Parkview Drive
Tazewell, VA 24651-1299

DR. CHRIS STACY, DIVISION SUPERINTENDENT
Deidra Hill, Deputy Superintendent
506 Jeffersonville Street, Tazewell, VA 24651
Phone: 276-988-5511, Fax: 276-988-1976,
www.tazewell.k12.va.us
# Tazewell County Public Schools 2019-2020

## School Year Calendar

### August 2019
- **12**: Professional Development
- **13**: Work Day
- **14**: Work Day
- **15-16**: First Days of School for Students (1 1/2 hr. early dismissal)

### September 2019
- **2**: Labor Day Holiday (No School)
- **21**: Parent/Teacher Conference
  - Elementary 4:00-7:00 p.m.
- **22**: Parent/Teacher Conference
  - Middle School 4:00-7:00 p.m.
- **23**: Parent/Teacher Conference
  - High School 4:00-7:00 p.m.

### October 2019
- **24**: End of 1st Six Weeks (28 days)

### November 2019
- **1**: End of 2nd Six Weeks (28 days)
- **3**: Fall Break (No School)
- **5**: Election Day (No School)
- **27-29**: Thanksgiving Break

### December 2019
- **19**: End of 3rd Six Weeks (29 days) /First Semester
- **20-31**: Christmas Break ( Guaranteed)

### January 2020
- **1**: New Year’s Day ( Guaranteed)
- **2**: Professional Development Day
- **3**: First Day of Second Semester for students

### February 2020
- **14**: End of 4th Six Weeks (31 days)
- **17**: Parent/Teacher Conference
  - Elementary 4:00-7:00 p.m.
- **18**: Parent/Teacher Conference
  - Middle School 4:00-7:00 p.m.
- **20**: Parent/Teacher Conference
  - High School 4:00-7:00 p.m.

### March 2020
- **30**: End of 5th Six Weeks (31 days)

### April 2020
- **10**: Good Friday Holiday (Guaranteed)
- **13**: Staff Appreciation Day (Guaranteed)
- **14**: Spring Break (No School or Snow Make-Up Date)

### May 2020
- **19**: Last Day of School for Students; end of 6th Six Weeks (33 days); end of Second Semester
- **20**: Teacher Work Day
- **25**: Memorial Day Holiday

### June 2020

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**Calendar Summary**

- **180**: Instructional Days
- **7**: Paid Holidays
- **1**: Parent/Teacher Conference
- **3**: Flex Days
- **3**: Work Days
- **6**: Staff Development/In-Service

**School Year begins for students August 15, 2019 and the last date to be determined depending on inclement weather. April 14, 2020 is designated as a snow make-up date. Any other missed days will be added to the end of the current school year.**

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**Staff Development/In-Service**

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SCHOOL HEALTH SERVICES

School Nurse or Health Assistant in every building, two supervising RNs and a Nurse Practitioner.

Mission Statement of our services (support academic student achievement, manage acute and chronic illnesses, promoting student and staff wellness, encouraging a safe environment, acting as a health resource and providing some services for employees).

Mandated screens (V & H on all new students within 60 school days, V & H on all 3rd, 7th, and 10th graders during the school year, optional V & H screening for 5th graders, scoliosis screens).

EPSDT/Well Child Screens. See TCPS Calendar, School Health History/ Emergency Contacts.

Sick Student Procedure:
1. Request by student to see nurse or call a parent/guardian
2. Ask why?
3. Determine if this can wait or needs immediate evaluation
4. Send child to nursing office with note
5. Ask students for note when returning to class
6. Shred all notes

Student Injury
1. Send student to nursing office (you take or send with another student if student can ambulate) or send for nurse/health assistant to evaluate student
2. Complete Student Injury Report and turn in to administrator
3. Administrator will send to Sandy VanDyke

Employee Injury
1. See school administrator and report injury.
2. Call the number directly (Company Nurse).
3. Panel of Physicians to choose from.
4. Any medical bills submitted to Central Office c/o Kayla Myers.
MENTORING INFORMATION

MONTHLY MENTORING CHECK LISTS

MENTOR-COACH NEW TEACHER WORKBOOK

COLLABORATION LOG
Mentor – Coach
New Teacher Workbook

Tazewell County Public Schools
INTRODUCTION

Mentoring is the establishment of a personal relationship for the purpose of professional instruction and guidance. You will be assigned a mentor to help and support you through the all-important first weeks and months of school. Your mentor-instructional coach is an experienced teacher prepared to help you get off to a good start! The purpose of this short workbook is to provide a springboard for discussion between you and your mentor-coach. Included are the most frequently asked questions by beginning teachers. You and your mentor-coach will want to review the questions in this booklet and decide which ones are applicable to your assignment.

A TEACHER OPENS MINDS AND TOUCHES HEARTS ❤️
<table>
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<tr>
<th>Title/Name</th>
<th>Email</th>
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<tr>
<td>School-based Teacher Leader</td>
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<tr>
<td>Principal</td>
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<td>Assistant Principal</td>
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<td>PLC Team Leader/Dept. Chair</td>
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<td>School Secretary</td>
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<td>Instructional Coach</td>
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<td>Resource/Special Education Teacher</td>
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<td>Gifted Resource Teacher</td>
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<td>Athletic Director</td>
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THE WHAT AND WHERE OF SUPPLIES

What will you need to your classroom ready and in order for the first day of school? Please go over this list with your mentor-coach:

- When and how do I get my list of assigned students?

- How do I obtain extra desks and chairs, if needed?

- Other classroom furniture needed?

- What supplies will my students need to bring? How should I give them a list?

- How do I obtain textbooks and other learning resources?

- How do I get funds/charges in local stores to pick up other supplies? What are the rules and procedures to do this in my school?
EMERGENCY PROCEDURES

- Fire Drill/ Tornado Drill Procedure/ Emergency Plan:

- How does the phone system work?

- How do I contact the office from my classroom? How do I get help?
SCHEDULING YOUR DAY

Specific scheduling information you'll need to know about your school:

❖ What time do I report in the morning? Do I sign in?

❖ When do the students begin coming into my classroom?

❖ What is the routine for the beginning of the day?

❖ What do I need to know about lunch time?

❖ What is the routine for the closing of the day? Bus schedules, dismissal bells, etc.?

❖ What specific duties will I have? (Bus duty, hall duty, etc.)

❖ Does this school have an after school program? If so, where is it based?

❖ What meetings am I expected to attend? When are they held?

❖ What are the "off-hours" school access policies?

❖ Is any other this information available online?
What do I need to do to prepare for Back-to-School night?

Is there a pre-school open house? When? What is the purpose? How should I prepare?

When are parent conferences? How are they scheduled?

When are the PTO meetings?

How do I keep records of parent contacts?
GRADING AND REPORT SYSTEMS

- Report cards? Grading policies? Access to Powerteacher and Powerschool?

BEHAVIOR MANAGEMENT

- Is there a school-wide behavior management plan, PBIS? Discuss with your mentor.

- Are there specific restrictions related to student use of equipment or space – such as the copier, telephone, computer, etc.?

SPECIAL EDUCATION

- What are the child study procedures and the referral process for students with academic or emotional problems? What is IEP online?
COPYING AND USING MATERIALS

- What copier should I use? Where is it located? How do I obtain paper?

- Are there policies as to what can be copied and used in my classroom? What are videos, movies that I can use in my classroom? *See your library media specialist for copyright policy.*

TEACHER ABSENCES/AESOP

- If I need to be out for the day, what do I do?

- What are the procedures for getting substitute coverage? How/where do I leave lesson plans?
IMPORTANT REFERENCES

- What are the school improvement goals/objectives for this year? Overall? By subject/grade level?

- Where is the Teacher Evaluation Tool located?
  On the Tazewell County Website – Under Teachers, Evaluations, Teacher Evaluation

- Where can I find the SOL Curriculum Framework and the SOL Test Blueprints?

- Where are the student records stored? How do I access them? What are the rules for viewing them? What help can the school counselor give me in working with student information?
THE TWO MOST IMPORTANT THINGS YOU WILL TEACH ON THE FIRST DAY

- EXPECTATIONS for BEHAVIOR and Shared Responsibilities

- PROCEDURES

- Your behavior management plan based on classroom systems is:

- I will communicate this plan to the students, parents, principal, etc. by:
PROcedures

- What classroom procedures will you begin to teach?

- Procedures are those daily routines which you want your students to do automatically so that teaching and learning becomes the focused energy of the classroom. How will you cultivate a shared ownership of these procedures responsibilities?

Examples: What to do when the bell rings? What to do when the fire drill bell sounds? What to do when you have a question? What to do when you need to go the restroom?
Attach a copy of each collaboration log, per meeting for the month listed below to this coversheet.

**School:** _____________________________________________________________

**New Teacher: (print first and last name)** ______________________________________

**Subject/ Grade:** ___________________________________________________________

**Month/Year:** _____________________________________________________________

Total up each collaboration log (duration) of time met for each meeting during the month listed above.

**Total Time** ___________________ (hour/minutes)

**New Teacher Signature:** ____________________________________________

**Mentor Signature:** ________________________________________________

**School Mentoring Coordinator Signature:** __________________________________

**Principal Signature:** _________________________________________________
COLLABORATION LOG

Name ___________________________            Mentor _____________________

Grade/Subject ____________________          Date _______________________

Time (hour:minute) mentored ________________________

Type of Collaborations (check all that apply):
• Analyzing student work
• Communicating with parents
• Observing a veteran teacher
• Creating classroom culture
• Discussing individual student needs
• Planning lesson
• Developing professional goals
• Discussing student assessment
• Post-Observation Conference
• Discussing curriculum
• IEP Development
• Pre-Observation Conference
• Using technology
• Modeling lesson
• Reflecting
• Other _______________
• Observing Instruction
• Providing resources

Positives:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Key Points/ Notes:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Next Steps:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Next Meeting Date: ___________________________________________________________________

_____________________________            ______________________________
Beginning Teacher Signature         Mentor Signature
The objectives of the Mentor Teacher Program are to support and retain new teachers who have the potential to become outstanding exemplary educators, improve teacher instructional performance, facilitate a positive working environment, and initiate a seamless transition from prospect to educator. In August, each new teacher is assigned a mentor. Under the leadership of the principal, the mentor provides assistance and professional support to beginning and experienced teachers who are entering the Tazewell County Public Schools educational network for the first time. The mentor will familiarize the incumbent instructor with the instructional integrity of the assigned job, introduce curriculum and resource materials, explain paths to accessing technology tools, discuss the procedural routines of the daily operations of the school, and explain how formative and summative assessment will be used to evaluate instructional performance. Items of particular interest to be addressed by the mentor with the mentee will include best practices, collaboration, lesson plans, webpages -- Specific, Measurable, Attainable, Relevant and Timely (SMART) goals, the impact of state mandated testing on student achievement and accreditation, teacher/student relationships, parent/teacher communication, instructional strategies, and school/community relations. Meetings between mentor and mentee are generally scheduled daily, and/or weekly, and/or monthly.

The responsibilities of the mentor, and the implications of that responsibility, are reflected in the efficacy of instructional leadership provided by the mentored teacher in the classroom, school, school system, and community. Positive and professional relationships between the mentor and mentee will yield proficient to exemplary results that are best evidenced by the successes of the learner. The satisfaction of the mentor/mentee relationship has a collegial effect and can be as meaningful to the mentor as to the mentee.

The following are monthly checklists to use during discussions at scheduled meetings with the mentee. Please use each checklist as starting points for discussions and documenting of mentor and/or mentee experience.
August/September Checklist

"Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish."

~Sharon Feiman-Nemser

In the early months of instruction, the beginning educator will encounter many obstacles that will tend to negate the practices learned during formal training. Ownership of a classroom of young minds is challenging enough without the anomalies of non-instructional responsibilities tied to the management of the job. The mentor is one who has become adept at sifting through the maze of the obscure and can apply the appropriate best practices, instructional skills, and classroom management skills required to be efficient in the classroom. Mentor’s are assigned to beginning and laboring teachers because instructional leadership skills and strengths have become prominent, easily recognizable, and revered by colleagues in the educational profession. The vision that guides the mentor as a manager is best stated by Danielson:

It is the decisions about what we do, of course, that “the rubber meets the road.” When determining particular courses of action, educators draw on their beliefs and knowledge in light of what they are trying to achieve; any practices put in place must support the school’s goals (what we want) while reflecting its underlying values (what we believe) and relevant research (what we know).

~Charlotte Danielson, 2002

The mentor should begin by assisting the mentee with the following:

- Location of resources (classroom supplies, copy machines, library).
- Ordering procedures (PO numbers), collecting and turning in money to the office daily, receipts, and textbook inventory forms (student name and book number).
- Aesop – Accessing, recording absences, and substitute information.
- First day/week activities - provide guidance on organizing the first day and first week. (classroom procedures, rules, and routines). Create a welcoming classroom! (Harry Wong)
- Duties, rules, and guidelines for accomplishing procedures.
- First Semester - Scheduling of time for meetings (mentor/mentee).
- Powerschool, grading system, and entering of grades.
- Updating of grades in online grade book.
- Weekly updating of teacher webpages.
- Teacher editions of books and ancillary resources.
- Introduction of the mentee to other teachers, particularly staff members in their department and in close proximity to the mentee’s classroom.
- Introduction of the mentee to staff members -- instructional, office, food service, custodial, counseling, and librarian.
- Scheduling of computer lab(s) for testing or computer time.
- Operations concerning technology, computer programs, technology support staff, and troubleshooting.
- Working condition of equipment in the classroom.
- Course syllabi, classroom procedures, grading and attendance policies, and classroom design.
- Evacuation drills -- fire, lock-down, earthquake, and tornado.
- Staff norms and expectations -- dress, lunch, social events (pep rallies, homecoming
traditions, school traditions, etc.).

_____ Individualized Educational Plan (IEP) and 504 protocol and documentation.
_____ Emergency lesson plans (develop 2-3 days in advance).
_____ Implementation of classroom management skills and discipline plans.
_____ Data disaggregation (benchmark testing, unit testing, performance-based assessment, etc.)
_____ Differentiation of protocol - remediation and intervention with appropriate student grouping.
October Checklist

"With the right leadership and work environment, employees will excel.”

~Brenda Nyhus

Mentors should plan to provide focused and additional attention to mentees during the first month that Tazewell County Public Schools are in session. After the anticipation of the first couple of weeks subsides, new educators begin to experience a sense of survival. The mentee encounters information overload, many unexpected occurrences, and difficulty grasping the idea that the ability to multi-task is a necessity. Please take a moment to address the following topics with the mentee, while leaving time for open discussion about mentee concerns.

___ Formal or upcoming observations.
___ Update of information and documentation in the mentee’s log or notebook.
___ Schedule an observation of instruction – mentor of mentee and mentee of mentor between (October through December).
___ Protocols and expectations for departmental, grade level, team, and committee meetings.
___ Unfamiliar terms or processes – provide explicit information and the rationale that underpins comments, reasons, or suggestions.
___ Classroom management, including disciplinary plans, procedures, and implementations as well as adaptive plans for unexpected incidents.
___ Grading system – recording, reporting, and distribution of grades, and parent access to grades via Powerschool Parent Portal.
___ Strategies on preparations for parent/teacher conferences and how to engage parents.
___ SMART goals – importance of how/why/what to address and how to write.
___ Benchmark testing – preparation, testing, remediation, intervention, and test scheduling.
___ Development of pacing guides, testing strategies, and assessments for measuring of student performance.
___ Opportunities for staff development and professional conferences.
___ Programs provided in Edivate – Direction to surveys for (New Teacher Group) in Survey Monkey.
November and December, culminating months of the first semester, are daunting even for the experienced or seasoned teacher. Stress can subdue one in both the personal and professional life. The new teacher senses a need to abandon preconceived notions about teaching in the classroom and may even question reasoning for choosing teaching as a career. The feeling of being overwhelmed by so many expectations from students, parents, colleagues, the administration, and the department of education to perform proficiently or exemplary becomes both a mental and physical challenge of unexpected proportion. Thus, the appropriate support of the mentor can assist the mentee in avoiding the pitfalls that may influence negative thinking about the teaching profession and engender confidence in performance.

Using a positive approach, reflect on the successful and unsuccessful teaching methods and strategies that were used by the mentee in the educational environment.

- Parent/teacher conference experiences.
- Effects on professional and personal life.
- Hurdles to overcome when attempting to keep students engaged and productive prior to Thanksgiving and Winter break.
- Experiences with parent communication.
- Share “tricks of the trade” to get through the upcoming weeks and prevent burnout.
- Concerns and successes of students.
- Discuss assessment guidelines and procedures.
- End of semester procedures.
- Snow day procedures and preparations.
- Mutual instructional observations in the classroom.
- Preparations for exams (if applicable).
- Winter testing.
- Exam schedule and how to use instructional time void of students.
- Holiday events and happenings.
- Changes and preparations for second semester.
- Needed instructional and resource materials for second semester.
Beginning January Checklist

"The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments."

~David Joseph Schwartz

Winter break affords teachers the opportunity to escape the day-to-day educational grind and rejuvenate. The mentee has a chance to reflect, find new promise in the career path that was chosen, and find solace in the fact that the first half of the school year was integral to future applications of instructional endeavor and influence. The mentee emerges from survival mode and begins a concerted effort to reorganize instructional methods and strategies and readjust approaches to classroom teaching.

Direct the attention of the mentee to the following practices when instruction begins for the second semester.

_____ Assessment practices, testing procedures, and testing ethics.
_____ Accuracy in recording and saving of first semester grades.
_____ Calculation of semester grades according to guidelines provided by Karen Blevins.
_____ Positive and negative experiences of the first semester.
_____ Applicable classroom management and instructional changes for second semester.
_____ Accessible instructional and resource materials.
_____ Remediation and intervention strategies.
_____ Communications and ideas to strengthen home/school connections — postcards, email, webpages, newsletters, twitter, and phone calls.
_____ Acknowledgement of student success.
_____ Establishment of scheduled times for mentor/mentee meetings during second semester.
_____ Continued adherence to pacing guides, testing strategies, and assessments for measuring student performance.
January/February/March Checklist for Teacher Mentors

"The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth."

~Dan Rather

During the months of February and March, the mentee should have adjusted to the second semester classroom management and instructional routine. January, February, and March are fraught with interruptions due to weather related incidents. Flexibility and adaptability become the mainstay of instructional planning. The beginning teacher may encounter apprehensions in trying to navigate the elusiveness of a stable instructional flow. A sense of exhaustion may be experienced by both the teacher and student and initiate frailties that can erupt into dissentive or disagreeing behaviors. The beginning teacher's ability to overcome such challenges will accentuate a determination to rise above or succumb to non-productivity. It is up to the mentor to illuminate the positives and assist the mentee in staying engaged and focused on the instructional perspective. Methods and strategies that have been successful and resulted in learner success become major points of emphasis when dialoguing with the mentee.

Direct the attention of the mentee to the following practices and suggestions.

- SMART Goals and adaptable changes.
- Remediation and intervention to stabilize imminent end-of-course assessment or testing.
- Standards of Learning (SOL) testing procedures and schedules.
- Procedures and guidelines for students who will participate in SOL testing.
- Division and building activities.
- Reinforcement of the parent’s role when supporting student learning.
- Observations of mentee - walk-throughs, informal, formal, and summative.
- Mentee observations – mentor of mentee, mentee of mentor, and observations of other teacher instruction, including different courses.
- Scheduled parent/teacher conferences.
- Professional organizations and staff developments applicable to the mentee’s area of instructional interest.
- Acknowledgement of the mentee’s exemplary accomplishments.
April Checklist for Teacher Mentors

"If we had no winter, the spring would not be so pleasant: If we did not sometimes taste of adversity, prosperity would not be so welcome."

~Anne Bradstreet

Student focus may shift from classroom experience to seasonal interest – not so much on the learning environment as on the social climate and non-educational environment. Thus, the challenge of keeping students motivated and focused on learning arises. Changes in instructional strategies will need to be implemented and creativity in developing projects that will heighten student interest in learning developed. It may be in the best interest of the mentee to engage with the seasoned or veteran educator to attain successful methods for keeping the non-focused learner on task.

Direct the attention of the mentee to the following practices and suggestions.

1. Observations and results leading to improved instruction.
2. Remediation and intervention plans.
3. Circumstance regarding preparation for student end-of-year or end-of course testing.
4. Projections on student success in testing based on benchmark test results.
5. Continued parent/teacher communication emphasizing student progress.
6. Constructive criticism, things done well, and resources to use in researching successful classroom management and instructional strategies – expert authors, books, websites, professional development, and conferences.
7. Renewing of license and completing coursework (provisional status) to attain licensure.
8. School events, field trips, etc., that interrupt classroom instruction.
9. Ordering procedures for the upcoming year.
10. Strategies for encountering the distracted student.
May/June Checklist for Teacher Mentors

"If I had to select one quality, one personal characteristic that I regard as being most highly correlated with success, whatever the field, I would pick the trait of persistence. Determination. The will to endure to the end, to get knocked down seventy times and get up off the floor saying. “Here comes number seventy-one!”

~Richard M. Devos

The culmination of a school-year requires additional attention be given to instructional and non-instructional detail. Instruction needs to continue but may be interrupted by end-of-year test preparation, test taking, record keeping, data acquisition, and completion of reports. The mentee is probably attempting to balance relief while beginning to experience the unknown of what it takes to close out a year and what the future holds regarding being rehired. As the mentor continues to provide guidance, time should be allotted to celebrate the relationship that was built, the accomplishments that were attained, and to lay a course for future endeavors.

The following are considerations to peruse during the close out phase of the school-year.

_____ Division and building level activities – extracurricular activities, awards programs, graduation, student transition, orientations, and traditions associated with the closing out of individual schools.
_____ Collection of textbooks, textbook inventories forms, and inventories.
_____ Culminating classroom activities.
_____ Preparation and securing of classroom items for summer cleaning.
_____ Close out with school administration.
_____ Post-survey in Edivate - New Teacher Group on Survey Monkey.
_____ Calendar review for the previous year and calendar review for the coming year.
_____ Review benchmark and SOL test result data to use in preparing instructional strategies for the following school-year.
_____ Review of SOL curriculum frameworks, blueprints, pacing guides, and essential knowledge information and updates for the coming year.
_____ Providing of summer contact information to the school administration.
_____ Correct marking and submission of final grades for second semester and final grade.
_____ Celebrate!
TEACHER EVALUATION HANDBOOK
Tazewell County Public Schools Teacher Evaluation Handbook

This handbook contains an explanation of the teacher evaluation system as well as sample forms that can be used at various stages of the evaluation cycle. Sidebar notes are provided to add helpful commentary to various sections. School divisions are encouraged to modify this handbook, as appropriate, to meet their own unique needs.
ACKNOWLEDGMENTS

We wish to thank Dr. Robert Grimes, Superintendent of Orange County Public Schools, and the Orange County Public Schools Teacher Evaluation Steering Committee for their conscientious and thoughtful efforts in developing the handbook that was used as the basis for this sample handbook. Members of that committee included:

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Tazewell County Public Schools Teacher Performance Evaluation System (TPES) uses the Goals and Roles Performance Evaluation Model® (short title: Goals and Roles Model®) developed by James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

PURPOSES

The primary purposes of TPES are to:

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

The distinguishing characteristics of TPES are:

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

5 | Tazewell County Public Schools Teacher Evaluation Handbook
IDENTIFYING TEACHER PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the TPES. 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 term site administrator will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards

Performance indicators refer to the major duties performed. There are seven performance standards for all teachers.

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.

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.

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.

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.

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.
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.

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

Performance Indicators

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not limited and all teachers are not expected to demonstrate each performance indicator.

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Instructional Delivery standard are listed in Figure 1 below.

Figure 1: Sample of Performance Standard and Indicators

<table>
<thead>
<tr>
<th>Performance Standard 2: Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies.</td>
</tr>
</tbody>
</table>

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.

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


DOCUMNETING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic "performance portrait" of the teacher's work. The data sources briefly described in Figure 2 below provide accurate feedback on teacher performance.

Figure 2: Data Sources for Teachers

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting for Student Progress</td>
<td>Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.</td>
</tr>
<tr>
<td>Observations</td>
<td>Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.</td>
</tr>
<tr>
<td>Teacher Documentation Log</td>
<td>The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.</td>
</tr>
<tr>
<td>Student Surveys</td>
<td>Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.</td>
</tr>
</tbody>
</table>
Student Progress

The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria incorporate growth as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that growth account for 40 percent of an individual’s summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of growth, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation is comprised of growth as determined from the Virginia state growth measure, student growth percentiles, when the data are available and can be used appropriately.

3. Another 20 percent of the teacher evaluation should be measured using one or more alternative measures with evidence that the alternative measure is valid. Note: Whenever possible, it is recommended that the second growth measure be grounded in validated, quantitative measures, using tools already available in the school.

It is important to understand that less than 30 percent of teachers in Virginia’s public schools will have a direct measure of student progress based on Standards of Learning assessment results. The median student growth percentile may be used as one direct measure of student progress when the data are available for a minimum of 40 students and growth data are available for at least two years. However, there must be additional measures for the remaining 70 percent of teachers, and to ensure there are one or more additional measures for teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. Quantitative measures of growth based on validated achievement measures that already are being used locally should be the first data considered when determining local growth measures; other measures are recommended for use when two valid and direct measures of growth are not available.

Student Percentile Growth Scores

It is generally acknowledged that if test data are to be used to inform teacher performance evaluations, it is critical to control for students’ prior achievement. While there are a variety of approaches to controlling for prior achievement, VDOE has determined that the student growth percentile (SGP) methodology can be used as a valid measure of relative student growth using Virginia’s current assessment system, and can continue to be used as tests change and the system evolves. The SGP statistical models use multiple years of data from Virginia Standards of Learning (SOL) assessments statewide, linked by unique student identifiers, to calculate SGPs. At the student level, SGPs describe the progress students make from one year to the next compared to students with similar SOL achievement history.

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9 | Tazewell County Public Schools Teacher Evaluation Handbook
This provides an understanding of how much progress students made based on where they started—regardless of whether they started as low, moderate, or high achieving students.

Student growth percentiles provide student-level progress information for students at all achievement levels. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar SOL test scores). The statistical method works independently of SOL performance levels. Therefore, nearly all students included in the SGP calculations, no matter the scores they earned on past SOL tests, have equal chances to demonstrate growth across the range of percentiles on the next year's test.b

SGPs describe the percentile for change in achievement, not absolute achievement. Percentiles are values that express the percentage of cases that fall below a certain score. When applied to student achievement data, a student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the SOL test. For example, a student who earns an SGP of 90 earned an SOL score that was as high as or higher than 90 percent of the other students statewide who had similar academic histories on SOL tests. Only 10 percent of students with similar prior achievement histories earned higher scores. Equivalently, a student with an SGP at or above 90 occurs only 10 percent of the time and reflects, similar to height and weight percentiles used by doctors and parents, how extraordinary a student's current achievement is, taking account of where they started.

By taking account of where students start, comparing students to students with similar achievement histories (or academic peers), the SGP provides a measure on which students, regardless of achievement levels, have equal potential to demonstrate relatively high or relatively low growth each year. Thus, in practice, it is important to understand that:

- low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.

- high-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.c

The combination of SGPs and proficiency data provide information about the amount of growth—and effort needed—for students to meet their SOL achievement goals in the future. The growth data can provide information about what growth percentile is required for each student to:

---

b In the initial statistical models, based on SOL data from 2006 through 2009, elementary school students who earned high advanced proficient scores for two consecutive years were not evenly distributed across the scale. However, all students who were impacted by this finding have documented growth that is, at minimum, on the high end of the scale from 1 through 99. This finding is unlikely to have a significant impact when SGPs are used as an indicator of student progress in teacher performance evaluation, because these students' progress will be documented as being high. This finding, representing a ceiling effect in certain assessments, is explained in more detail in the technical documentation VDOE developed on student growth percentiles. Further, this issue will be addressed as new assessments are developed to measure student achievement based on standards revised in 2009 and 2010.

c As of June 2011, VDOE will remove students who score 600 on two consecutive tests from the SGP calculations.
• continue to perform at current proficiency levels over time (e.g., what growth percentile is necessary for students who score at the advanced proficiency level to maintain this higher achievement level as they progress through school?).
• increase their proficiency level within a particular time period (e.g., what growth percentile score is necessary for a student who failed the SOL test to meet or exceed minimum proficiency standards within three years?).
• decrease a proficiency level (e.g., what growth percentile score will result in students dropping down a proficiency level in coming years?).

Because SGPs are percentiles, expressing the growth necessary to reach/maintain a desired level of achievement also indicates the likelihood that this level of achievement will occur. That is, the growth percentile data provide information that indicates whether a particular outcome (e.g., reaching proficient or advanced proficient achievement levels) has a low, moderate, or high likelihood of occurring, given similar conditions moving forward. This information is valuable in helping stakeholders understand how to set ambitious, yet reasonable, achievement goals for students.

On behalf of the Virginia Department of Education, the National Center for the Improvement of Educational Assessment developed statistical models that produce SGPs for Virginia’s public school students who:
• participated in Standards of Learning (SOL) assessments in grades 4 through 8 in reading;
• participated in SOL assessments in grades 4 through 8 and Algebra I in mathematics;
• have two or more SOL assessment scores from the prior year on a regular (not alternative) assessment in the appropriate content area; and
• were assessed in the spring administration.

In applying SGPs to teacher performance evaluations, it is critical that the data be used appropriately. When available and appropriate, median growth percentiles generally should be used as an indicator of student progress, described in Standard 7. The median SGP can be interpreted in the following way: half of the students in the group (e.g., class) showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value. For example, when a teacher’s median student growth percentile is 65, this indicates that half of this teacher’s students showed progress on the SOL test that was at or above the level of progress demonstrated by 65 percent of all students in Virginia who had similar achievement histories (i.e., showed similar achievement on the SOL tests in the past). Generally, the median will adequately represent the typical amount of growth students in a group have made during the most recent academic year. However, teachers and principals should review the distribution of data to ensure that the median is a reasonable summary statistic to apply. For example, teachers’ growth data may show a bimodal distribution (nearly all students show either higher or lower growth, but few are in the middle), and this should be considered before finalizing the performance rating used for Standard 7.
When applied appropriately, the range of percentiles needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7 (see Table 1). Table 2 describes the conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers’ performance evaluation.

Table 1: Median Growth Percentiles Used in Teacher Performance Evaluation

<table>
<thead>
<tr>
<th>Range of median student growth percentile</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 35</td>
<td>The majority of students demonstrated low growth</td>
</tr>
<tr>
<td>35 to 65</td>
<td>The majority of students demonstrated moderate or higher growth</td>
</tr>
<tr>
<td>&gt; 65</td>
<td>The majority of students demonstrated high growth</td>
</tr>
</tbody>
</table>

Table 2: Recommendations for use of Student Growth Percentiles in Teacher Performance Evaluation

<table>
<thead>
<tr>
<th>Instructional Personnel</th>
<th>Application of student growth percentiles</th>
<th>Other growth measures</th>
</tr>
</thead>
</table>
| TIER I: Teachers of reading and mathematics for whom student growth percentiles are available (4-8 English/Math Classes and Algebra I through 9th grade) | 20% of the total evaluation based on student growth percentile when:  
  - data from students are representative of students taught;
  - data from at least two years are available; three years should be reviewed whenever possible, and
  - individual teachers’ SGP, are to be used and not combined and/or divided for school-wide SGP | 20% of the total evaluation based on other growth measures.  
  - 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% of students earning a score of 3 or better on the Advanced Placement exam). |

---

* Teachers and administrators need to determine the applicability of student growth percentiles to the evaluation of teachers who teach disproportionately large numbers of students who participate in alternative assessments or who have a significant number of students who transferred into their classroom from out of state or late in the school year. In most of these situations, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.
<table>
<thead>
<tr>
<th>Tier: Teachers who have no growth percentile</th>
<th>Application of Student Growth Percentile</th>
<th>Quantiative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 2</td>
<td>Not applicable</td>
<td>40% of the total evaluation based on growth measures other than the SGP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.</td>
</tr>
</tbody>
</table>
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 based 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.

Depending on grade level, content area, and learner’s ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving Student Progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

The Intent of 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. This process is based on determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. More specifically, the intent of student 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 via continuous professional growth,
- focus attention on student results, and ultimately, and
- increase student achievement.

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6 Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright (2010) by J. H. Stronge and Stronge, J. H. & Grant, L.W. (2009). Adapted with permission.

1 Copyright (2009) by James H. Stronge and Leslie V. Grant. Used with permission.
Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The Observation/Document Review Form is used to provide targeted feedback on teachers’ effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/or Learning, Learning Environment, Professionalism and Communication, and Student Progress.

Classroom observations provide key information on several of the specific standards. Probationary teachers will be observed at least three times per year. Two of these observations will occur prior to the end of the first semester and the third by March 1. Teachers employed under a continuing contract will be observed at least once per year. Additional observations for any staff member will be at the building administrator’s discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through a post-conference with the teacher. Other observation forms may be used at the evaluator’s discretion.

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

Teacher Documentation Log

The purpose of the Teacher Documentation Log (see Part III) is to provide evidence of performance related to specific standards. There are three items required in the Teacher Documentation Log (Cover Sheet, Student Progress Goal Setting Form, and Parent Communication Log); however, other documents may be included, such as: Evidence of Professional Development, Record of Extracurricular Activities, Evidence of Assessment for Learning, and other documents related to the Teacher Evaluation Standards. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Teacher Documentation Log provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials or amount presented. Furthermore, the Teacher Documentation Log is used to organize the multiple data sources included in the teacher evaluation.
A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and evaluators review the documentation log annually. Additionally, teachers in their probationary period will meet with administrators and/or evaluators to review their documentation log by the end of the first semester.

The Teacher Documentation Log should be available at the request of the administrator and/or evaluator.

Documentation Log

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g., three-ring binder, file folder),
- must include the required documentation listed on the cover sheet,
- is a work in progress; it is to be updated regularly throughout the evaluation period (weekly/monthly),
- should be available for review at administrator's request,
- should be user-friendly (neat, organized),
- remains in teacher's possession except when reviewed by the evaluator,
- belongs to the employee, and
- will be checked at least one time per year with feedback provided.

A Documentation Log is NOT

A Documentation Log is not:

- a portfolio, or
  - additional forms or materials created solely for the purpose of evaluation.

Figure 3 shows examples of items that may be included in the Documentation Log. This is not a limited list.
### Required Items

#### Figure 3. Sample Items in a Documentation Log

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 1. Professional Knowledge | No evidence is required in the Documentation Log | Can include (but not required):  
- Transcripts of coursework  
- Professional Development certificates  
- Annotated list of instructional activities  
- Lesson/Intervention plan  
- Journal/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:  
- Differentiation in lesson planning and practice  
- Analysis of classroom assessment  
- Data-driven curriculum revision work  
  Examples:  
  - Sample lesson or unit plan  
  - Course syllabus  
  - Intervention plan  
  - Substitute lesson plan  
  - Annotated learning objectives |
| 3. Instructional Delivery | No evidence is required in the Documentation Log | Can include (but not required):  
- Annotated photographs of class activities  
- Handouts or sample work  
- Video/audio samples of instructional units |
| 4. Assessment of and for Student Learning | Evidence of the use of baseline and periodic assessments | Can include:  
- 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  
  Examples:  
  - 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 |
### Figure 3 (continued)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Required Items</th>
<th>Example(s) of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Learning Environment</td>
<td>No evidence is required in the Documentation Log</td>
<td>Can include (but not required):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student survey summary information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule of daily classroom routines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explanation of behavior management philosophy and procedures</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>Evidence of:</td>
<td>Can include:</td>
</tr>
<tr>
<td></td>
<td>* Commitment to professional growth</td>
<td>• Record of participation in extracurricular activities and events</td>
</tr>
<tr>
<td></td>
<td>* Parent Communication Log</td>
<td>• Record of professional development taken or given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examples of collaborative work with peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of communication with students, families, colleagues and community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Copy of classroom newsletter or other parent information documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Sample copy of interim reports</td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td>* Student Progress Goal Setting Form</td>
<td>Student Achievement Goal Setting Document – Revised at midterm and end of year</td>
</tr>
</tbody>
</table>

### Student Surveys

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

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys. The teacher may choose to include a summary of the survey data in the Documentation Log. (See Part III – Student Survey Summary Form).

### Alignment of Performance Standards with Data Sources

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**Tazewell County Public Schools Teacher Evaluation Handbook**
Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the goal set). Therefore, multiple data sources are used. Figure 4 shows the alignment of performance standard by data source.

**Figure 4: Aligning Multiple Data Sources with Performance Standards**

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Evaluation Information</th>
<th>Student Growth &amp; Performance</th>
<th>Self-evaluation</th>
<th>Evaluation Information</th>
<th>Student Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Instructional Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructional Delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment of and for Student Learning</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Student Academic Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X indicates a strong relationship
/ indicates a relationship

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*. 
Evaluation Schedule

Summative evaluations are to be completed by the last week of school. Figure 5 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations and goal setting.

Teachers New to Tazewell County Public Schools

All probationary teachers are evaluated summatively during each of their first three years in the school division. Probationary teachers will also receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. A sample Teacher Interim Performance Report can be found in Part III.

Teachers on Continuing Contract (Veteran Teachers)

All teachers on continuing contract receive a summative evaluation every third year. They receive interim evaluations near the end of years one and two of their evaluation cycle. Unannounced observations, student surveys, and Goal Setting for Student Progress are done yearly for all teachers, regardless of whether it is their summative evaluation year or not. Announced observations are done yearly for new teachers for the first three years, and every third year for veteran teachers. Documentation Logs are considered to be a work in progress and are ongoing.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among Tazewell County Public Schools, the documentation may be forwarded to the receiving school’s site administrator. At the end of an evaluation cycle, the evaluator retains copies of the Student Progress Goal Setting Form, Teacher Documentation Log Cover Sheet, Observation Form(s), and Summative Evaluation Form at the school/worksite.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity for Professional Improvement</th>
<th>Task or Document</th>
<th>Responsibility of</th>
</tr>
</thead>
</table>
| During the 1st Month               | Establish student progress goal (all probationary and continuing contract teachers)                   | Goal Setting for Student Progress Form | Administrator: ✓  
Teacher: ✓       |
| Before the end of the 1st Quarter  | Observation of all probationary teachers                                                               | Observation Form                       | Administrator: ✓  
Teacher: ✓       |
| Before the end of the 2nd Quarter  | Observation of all probationary teachers                                                               | Observation Form                       | Administrator: ✓  
Teacher: ✓       |
| Before end of the 1st Semester     | * Summary of Student Survey Feedback (all probationary and continuing contract teachers)             | Student Surveys and Student Survey     | Administrator: ✓  
Teacher: ✓       |
|                                    | * Mid-year review of student progress goal (all probationary and continuing contract teachers)        | Summary Form                           | Administrator: ✓  
Teacher: ✓       |
|                                    | * Probationary teachers will review documentation log                                                  | Goal Setting for Student Progress Form  | Administrator: ✓  
Teacher: ✓       |
|                                    | * Interim performance evaluation of probationary teachers                                               | Documentation Log                      | Administrator: ✓  
Teacher: ✓       |
| Mid-year                            |                                                                                                       | Interim Performance Report             | Administrator: ✓  
Teacher: ✓       |
| During the 2nd Semester             | Observation (all probationary and continuing contract teachers)                                        | Observation Form                       | Administrator: ✓  
Teacher: ✓       |
| 10 calendar days prior to summative | Submission of end-of-year review of student progress goal and documentation log (all probationary    | Goal Setting for Student Progress Form  | Administrator: ✓  
Teacher: ✓       |
| evaluation date                     | and continuing contract teachers in their summative evaluation year)                                   | Documentation Log                      | Administrator: ✓  
Teacher: ✓       |
| Before Last Week of School          | * Submission of end-of-year review of student progress goal (all continuing contract teachers not in  | Goal Setting for Student Progress Form  | Administrator: ✓  
Teacher: ✓       |
|                                    |   their summative evaluation year).                                                                    | Documentation Log                      | Administrator: ✓  
Teacher: ✓       |
|                                    | * Review documentation log                                                                             | Teacher Interim Performance Report     | Administrator: ✓  
Teacher: ✓       |
|                                    | * Interim performance evaluation (all continuing contract teachers in years one and two of the three   | Teacher Summative Evaluation Form      | Administrator: ✓  
Teacher: ✓       |
|                                    |   year evaluation cycle)                                                                                 |                                       | Administrator: ✓  
Teacher: ✓       |
|                                    | * Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year) | Teacher Summative Evaluation Form      | Administrator: ✓  
Teacher: ✓       |
MAKING SUMMATIVE DECISIONS

Two major considerations used to assess job performance during summative evaluation are the performance standards and the documentation of the actual performance of the standards (observations, goal setting, Teacher Documentation Log). The performance appraisal rubric and performance indicators (see Part II) provide a description of the teacher performance standards.

Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from "exemplary" to "unacceptable." The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., "exemplary"), note those who meet the standard (i.e., "proficient"), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., "developing/needs improvement" and "unacceptable"). Figure 6 offers general descriptions of these ratings.

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. NOTE: Ratings are applied to individual performance standards, NOT performance indicators.

Responsibility for the Ratings

The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
</table>
| 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 |
| Developing Needs for 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 |
Rating Teacher Performance

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.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors within the seven performance standards. They were introduced in the section on Identifying Teacher Performance Standards (p. 7). Examples of performance indicators for each performance standard can be found in Part II.

Performance Rubric

A performance rubric is provided for each of the seven standards (see Figure 7). Part II of the Handbook includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. Note: The rating of “proficient” is the expected level of performance.

Administrators make decisions about performance of the seven performance standards based on all available evidence. After collecting information through observations, goal setting, the Teacher 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 (see Teacher Performance Summative Report in Part III). The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practice.
**Figure 7: Sample Rubric of Teacher Performance (Standard 5: Learning Environment)**

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Proficient Description</th>
<th>Developing Need for Improvement Description</th>
<th>Unacceptable Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Proficient</strong> The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td><strong>Developing Need for Improvement</strong> The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td><strong>Unacceptable</strong> The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>

Summative evaluations are to be completed before the last week of school for all contract types. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook).

The evaluator submits the signed Teacher Performance Summative Report to the Human Resource Department within 10 calendar days of completing the summative conference.

**Single Summative Rating**

In addition to receiving a diagnostic rating for each of the seven performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards, rather it is to provide an overall rating of the employee's performance.

The overall summative rating will be judged to be "exemplary," "proficient," "developing/needs improvement," or "unacceptable."

1. If the employee has an "unacceptable" rating on one or more of the seven performance standards, the individual will receive an overall performance rating of "unacceptable."

2. If the employee has three or more "developing/needs improvement" ratings from among the seven performance standards, the individual will be rated as "unacceptable."
IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in TPES that may be used at the discretion of the evaluator. The first is the Support Dialogue, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the Performance Improvement Plan, which has a more formal structure and is used for notifying a teacher of "unacceptable" performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 8 shows the differences between the two processes.

Figure 8: Two Tools to Increase Professional Performance

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Support Dialogue</th>
<th>Performance Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.</td>
<td></td>
<td>For teachers whose work is unacceptable.</td>
</tr>
</tbody>
</table>

| Initiating Process               | Evaluator, administrator, or teacher | Evaluator* |

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Form provided: None</th>
<th>Form required: Performance Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo or other record of the discussion/other forms of documentation at the building/worksite level</td>
<td>Building/Worksite Level</td>
<td>Human Resource Department is notified</td>
</tr>
</tbody>
</table>

| Outcomes                         | • Performance improves to proficient – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a Performance Improvement Plan. | • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee |

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

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

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

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

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?

Performance Improvement Plan

If a teacher’s performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan (see Performance Improvement Plan Form in Part III).

A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A teacher who receives two or more “Not Evident” ratings on an interim review will be placed on a Performance Improvement Plan. Additionally, a Performance Improvement Plan will be required if either of the following ratings is given on a Teacher Summative Performance Evaluation Report:
• a rating of "developing/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 Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:
• provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
• formulate a Performance Improvement Plan in conjunction with the teacher, and
• review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:
• support from a professional peer or supervisor, or
• conferences, classes, and workshops on specific topics, and/or
• other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation are:
• Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated "proficient."
• Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated "developing/needs improvement."
• Little or no improvement has been achieved; the teacher is rated "unacceptable."

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

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

Request for Review of an “Unacceptable” Rating

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

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

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 an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

1.4 Demonstrates an accurate knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
</tr>
</tbody>
</table>

*Teachers who are "exemplary" often serve as role models and/or teacher leaders."
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.3
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.4
- Identifies instructional objectives and activities5 to promote students' cognitive and developmental growth.6
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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Problematic</th>
<th>Developing Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.</td>
</tr>
</tbody>
</table>

*Teachers who are “exemplary” often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.7
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.
**Performance Standard 3: Instructional Delivery**

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 the lesson.
3.5 Uses a variety of effective instructional strategies and resources.
3.6 Uses instructional technology to enhance student learning.
3.7 Communicates clearly and checks for understanding.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher's instruction inadequately addresses students' learning needs.</td>
</tr>
</tbody>
</table>

*Teachers who are "exemplary" often serve as role models and/or teacher leaders.*

**Contemporary Effective Teacher Research**

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.[^9]
- Uses a variety of instructional strategies.[^10]
- Uses research-based strategies to make instruction student-centered.[^11]
- Involves students in cooperative learning to enhance higher-order thinking skills.[^12]
- Uses students' prior knowledge to facilitate student learning.[^13]
- Possesses strong communication skills, offering clear explanations and directions.[^14]
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.[^15]
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.[^16]

---

[^9]: Contemporary research has found that an effective teacher:
[^10]: Uses a variety of instructional strategies.
[^11]: Uses research-based strategies to make instruction student-centered.
[^12]: Involves students in cooperative learning to enhance higher-order thinking skills.
[^13]: Uses students' prior knowledge to facilitate student learning.
[^14]: Possesses strong communication skills, offering clear explanations and directions.
[^15]: Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.
[^16]: Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.
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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Need for Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.</td>
<td>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.</td>
<td>The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.</td>
<td>The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.</td>
</tr>
</tbody>
</table>

*Teachers who are "exemplary" often serve as role models and/or teacher leaders.*
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback\(^{18}\) and reinforcement.\(^{19}\)
- Gives homework and offers feedback on the homework.\(^{20}\)
- Uses open-ended performance assignments.\(^{21}\)
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.\(^{22}\)
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.\(^{23}\)
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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>

*Teachers who are "exemplary" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Cares about students as individuals and makes them feel valued.24
- Adapts teaching to address student learning styles.25
- Acknowledges his or her perspective and is open to hearing their students' worldviews.26
- Is culturally competent.27
- Seeks to know about the cultures and communities from which students come.28
**Standard 6 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 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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Proficient</td>
<td>Developing Needs Improvement</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</td>
<td>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

*Teachers who are "exemplary" often serve as role models and/or teacher leaders.*
Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.\(^{29}\)
- Uses multiple forms of communication between school and home.\(^{30}\)
- Acknowledges his or her perspective and is open to hearing their students' worldviews.\(^{31}\)
- Is culturally competent.\(^{32}\)
- Seeks to know about the cultures and communities from which students come.\(^{33}\)
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.

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 academic progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>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.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

* Teachers who are "exemplary" often serve as role models and/or teacher leaders.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Knows the students’ abilities and sets realistic goals.  
- Raises the achievement levels for all groups of students in the classroom.  
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.  

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PART III: FORMS AND LOGS

INTRODUCTION

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

Figure 9 Items Used as Evidence of Quality Work Performance

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting for Student Progress Form</td>
<td>✓</td>
</tr>
<tr>
<td>Observation Form</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Log Cover Sheet (and other artifacts)</td>
<td>✓</td>
</tr>
<tr>
<td>Student Surveys</td>
<td></td>
</tr>
<tr>
<td>K-2 Survey</td>
<td>✓</td>
</tr>
<tr>
<td>3-5 Survey</td>
<td>✓</td>
</tr>
<tr>
<td>6-8 Survey</td>
<td></td>
</tr>
<tr>
<td>9-12 Survey</td>
<td></td>
</tr>
<tr>
<td>Student Survey Summary Form (must be completed; inclusion in Documentation Log is optional)</td>
<td>✓</td>
</tr>
<tr>
<td>Interim Performance Report</td>
<td>✓</td>
</tr>
<tr>
<td>Summative Evaluation Report</td>
<td>✓</td>
</tr>
<tr>
<td>Performance Improvement Plan (if needed)</td>
<td>✓</td>
</tr>
</tbody>
</table>
GOAL SETTING 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 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. Figure 10 depicts these steps.

Figure 10: 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. The Goal Setting for Student Progress Form may be used for developing and assessing the annual goal. Student progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time.

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

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

The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.
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.

**Developing Goals**

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when the goal is achieved. The acronym SMART (Figure 11) is a useful way to self-assess a goal's feasibility and worth.

**Figure 11: Acronym for Developing Goals**

<table>
<thead>
<tr>
<th>Specific</th>
<th>The goal is focused, for example, by content area, by learners' needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td>Appropriate</td>
<td>The goal is within the teacher's control to effect change.</td>
</tr>
<tr>
<td>Realistic</td>
<td>The goal is feasible for the teacher.</td>
</tr>
<tr>
<td>Timelimited</td>
<td>The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

Figure 12 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

**Fourth Grade Sample Goal:**

All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

**Grade 7 Mathematics Sample Goal:**

All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math SOL Test.

**High School English Sample Goal:**

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

**Middle School Self-Contained Special Education Sample Goal:**

The students will increase their Brigance Age Equivalents by an average of 6 months.
Submission of the Goal Setting for Student Progress Form

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

Mid-Year Review of Goal

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

End-of-Year Review of Goal

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

Goal Setting Form Explanation

The following describes the sections of the Goal Setting for Student Progress Form.

I. **Setting**: Describe the population and special circumstances of the goal setting.

II. **Identify the content area**: The area/topic addressed based on learner achievement, learner or program progress, or observational data.

III. **Provide baseline data**: Determine the learners’ baseline data (where they are now) using the following process:
   - Collect and review data.
   - Analyze the data.
   - Interpret the data.
   - Determine needs.

Examples of data sources for monitoring student progress can be found in Figure 13.
Figure 13: Examples of Data Sources for Monitoring Student Progress

- Criterion-and Norm-Referenced Tests
  - Advanced Placement Tests
  - Virginia Standards of Learning (SOL)
  - MAP Scores
  - Phonological Awareness Literacy Screening (PALS)
  - Waterford
  - Successmaker
  - Wilson Reading
  - Virginia Alternate Assessment Program (VAAP)
  - Virginia Grade Level Alternative (VGLA)
  - Virginia Substitute Evaluation Program (VSEP)
  - VMAST
  - ARDT Testing
  - Elgin Data
  - SGP (student growth percentile)
  - DI Testing

- Benchmark Tests
  - County Benchmark Tests based on the standards
  - CTE Competencies
  - President’s Physical Fitness Tests
  - Interactive Achievement Assessments
  - Stateboard/Licensure/Credentials
  - IEP Goals

- Teacher Assessments
  - Quizzes
  - Tests
  - Authentic assessments/portfolios/writing samples/running records
  - Grade analysis/interim reports
  - Semester/end of course examinations
  - Pre/post-testing
  - Special Education progress reports
  - Student Attendance
  - Band/Choir: concerts/public performances
  - Pre-K Standards

IV. Write goal statement: What do you want learners to accomplish?
- Select an emphasis for your goal, focusing on the classroom/teacher level.
- Develop an annual goal.

V. Means for attaining the goal: Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 14.
Figure 14: Examples of Strategies to Improve Student Learning

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

VI. Mid-year review: The accomplishments of the learner are reviewed after the second quarter student interim progress reports are issued and before the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. End-of-year data results: The accomplishments of the learner are reviewed at the end of the year.

The Goal Setting for Student Progress Form follows.
# 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)**

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Evidence</th>
<th>Target Date</th>
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</tbody>
</table>

**Teacher’s Signature** ___________________________  **Date** ____________

**Evaluator’s Signature** ___________________________  **Date** ____________

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

Mid-year review conducted on __________

Initials: ______________________ (teacher) ______________________ (evaluator)

☐ Data attached

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 __________
Formal Classroom Observation Form

Direction: 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.

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Date Observed</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teacher is: ☐ Probationary ☐ Continuing Contract

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:

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 their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

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.

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, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name

Teacher's Signature Date

Observer's Name

Observer's Signature Date
Observation/Document Review Form

**Directions:** 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

<table>
<thead>
<tr>
<th>1: Professional Knowledge</th>
<th>Specific Examples:</th>
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<th>2: Instructional Planning</th>
<th>Specific Examples:</th>
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<th>3: Instructional Delivery</th>
<th>Specific Examples:</th>
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<tr>
<td>4: Assessment of and for Student Learning</td>
<td>Specific Examples:</td>
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<td>-----------------------------------------</td>
<td>--------------------</td>
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<tr>
<td>5: Learning Environment</td>
<td>Specific Examples:</td>
</tr>
<tr>
<td>6: Professionalism</td>
<td>Specific Examples:</td>
</tr>
<tr>
<td>7: Student Academic Progress</td>
<td>Specific Examples:</td>
</tr>
</tbody>
</table>

Observer's Signature: ____________________________________________

Teacher's Signature: ____________________________________________

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

2: Instructional Planning
   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.

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

4: Assessment of and for Student Learning
   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 context 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.
5: Learning Environment

- 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.

6: Professionalism

- 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.

7: Student Academic Progress

- Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure 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.
Pre-Observation Conference Record

Teacher: ___________________________  School: ___________________________
Grade/Subject: ______________________  School Year: _______________________
Conference Date: ___________________  Evaluator: ________________________

<table>
<thead>
<tr>
<th>Inquiries</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the lesson that will be observed.</td>
<td></td>
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<tr>
<td>- The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?</td>
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<tr>
<td>- What have you done instructionally with students in the days prior to the observation?</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>No evidence is required in the Documentation Log</td>
<td>Can include (but not required):</td>
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<tr>
<td></td>
<td></td>
<td>• Transcripts of coursework</td>
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<td></td>
<td></td>
<td>• Professional Development certificates</td>
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<td></td>
<td>• Annotated list of instructional activities</td>
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<td></td>
<td></td>
<td>• Lesson/intervention plan</td>
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<td></td>
<td></td>
<td>• Journal(s)/notes that represent reflective thinking and professional growth</td>
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<td></td>
<td></td>
<td>• Samples of innovative approaches developed by teacher</td>
<td></td>
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<tr>
<td>2. Instructional Planning</td>
<td>Evidence of using data about student learning to guide planning and instruction</td>
<td>Can include:</td>
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<tr>
<td></td>
<td></td>
<td>• Differentiation in lesson planning and practice</td>
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<td>• Analysis of classroom assessment</td>
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<td></td>
<td></td>
<td>• Data driven curriculum revision work</td>
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<td>Examples:</td>
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<td></td>
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<td>• Sample lesson or unit plan</td>
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<td>• Course syllabus</td>
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<td>• Intervention plan</td>
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<td></td>
<td>• Substitute lesson plan</td>
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<tr>
<td></td>
<td></td>
<td>• Annotated learning objectives</td>
<td></td>
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<tr>
<td>3. Instructional Delivery</td>
<td>No evidence is required in the Documentation Log</td>
<td>Can include (but not required):</td>
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<tr>
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<td></td>
<td>• Annotated photographs of class activities</td>
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<td>• Handouts or sample work</td>
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<td>• Video/audio samples of instructional units</td>
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<tr>
<td>Standards</td>
<td>Required Item</td>
<td>Examples of Evidence</td>
<td>Evidence Included</td>
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</table>
| 4. Aessment of and for Student Learning | Evidence of the use of baseline and periodic assessments | Can include:  
- 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  
Examples:  
- 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 tests  
- Copy of students’ journals of self-reflection and self-monitoring | |
| 5. Learning Environment | No evidence is required in the Documentation Log | Can include (but not required):  
- 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 | |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Professional</td>
<td>Evidence of: Commitment to professional growth</td>
<td>Can include:</td>
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<tr>
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<td>* Parent Communication Log</td>
<td>• Record of participation in extracurricular activities and events</td>
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<td>• Record of professional development taken or given</td>
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<td>• Examples of collaborative work with peers</td>
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<td>• Evidence of communication with students, families, colleagues and community</td>
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<td>Examples:</td>
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<td></td>
<td>• Copy of classroom newsletter or other parent information documents</td>
<td></td>
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<td>• Sample copy of interim reports</td>
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<tr>
<td>7. Student Academic Progress</td>
<td>* Student Progress Goal Setting Form</td>
<td>Student Achievement Goal Setting Document - Revised at midterm and end of year</td>
<td></td>
</tr>
</tbody>
</table>

* indicates a required item
# Communication Log

Teacher: ____________________________ School Year: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Purpose</th>
<th>Mode</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
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<td>☐ Conference</td>
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</tbody>
</table>
## Professional Development Log

Teacher: ____________________________  School Year: ________ - ________

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Date</th>
<th>Location</th>
<th>Evidence of Satisfactory Completion Received</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Grade</td>
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<td></td>
<td>Certificate</td>
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<td>Other</td>
</tr>
</tbody>
</table>
Grade K-2 Student Survey

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

Teacher ___________________________ Date __________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher listens to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My teacher gives me help when I need it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I learn new things in my class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I know what the rules are in my class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am able to do the work my teacher gives me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am happy when I am in class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A Add other elements if needed, such as school-wide goals, or subject-specific elements.

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**Grade 3-5 Student Survey**

**Directions:**
DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>My teacher listens to me.</td>
<td></td>
</tr>
<tr>
<td>My teacher gives me help when I need it.</td>
<td></td>
</tr>
<tr>
<td>I am able to do the work given to me.</td>
<td></td>
</tr>
<tr>
<td>Students are respectful to each other in my class.</td>
<td></td>
</tr>
<tr>
<td>I feel free to ask and answer questions.</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me understand things when I make mistakes.</td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me to be organized.</td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
</tr>
</tbody>
</table>

*Add other elements if needed, such as school-wide goals, or subject-specific elements.
Grade 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 teacher’s name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>School Year</th>
<th>Class/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>My teacher gives clear instructions.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher helps me to be organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The amount of homework in this class is about right.</td>
<td></td>
<td></td>
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<tr>
<td>My teacher returns my work within a few days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher sets high learning standards for the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher helps me outside of class time when needed.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My teacher handles classroom disruptions well.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My teacher is respectful to my culture.</td>
<td></td>
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<tr>
<td>I feel my teacher values me as a person.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I feel comfortable sharing my ideas in class.</td>
<td></td>
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</table>

* Add other elements if needed, such as school-wide goals, or subject-specific elements.
Grade 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 teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>School Year</th>
<th>Class Period</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>My teacher communicates clearly.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher is knowledgeable about the subject area he/she teaches.</td>
<td>✓</td>
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</tr>
<tr>
<td>The workload in this class is manageable.</td>
<td>✓</td>
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</tr>
<tr>
<td>My teacher gives feedback on work and exams in a timely manner.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I get helpful feedback from my teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher handles classroom disruptions effectively.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher allows me to demonstrate my learning in a variety of ways.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I feel challenged in this class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable sharing my ideas in class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher helps me outside of class time when needed.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher shows respect to all students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>My teacher respects my culture.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I feel my teacher values me as a person.</td>
<td>✓</td>
<td></td>
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</table>

* Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:
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 Interim Performance Report

Teacher ___________________________ School Year(s) __________________
Grade/Subject ______________________ School __________________

Directions: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher-held within appropriate timelines.

Strengths:

Areas of Improvement:

Teacher's Name ___________________________ Date ____________
Teacher's Signature ___________________________ Date ____________
Evaluator's Name ___________________________
Evaluator's Signature ___________________________ Date ____________
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.
- Basal 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:

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<tr>
<th>Evident</th>
<th>Not Evident</th>
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</thead>
</table>

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.

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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:

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4. Assessment 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 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 student 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.

Comments:

| □ Evident | □ Not Evident |

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 class 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:

| □ Evident | □ Not Evident |
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:

☐ Evident  ☐ Not Evident

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, including the state-provided growth measure when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

☐ Evident  ☐ Not Evident
### 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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
</tr>
</tbody>
</table>

**Comments:**
### Performance Standard 2: Instructional Planning

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.</td>
</tr>
</tbody>
</table>

Comments:

### Performance Standard 3: Instructional Delivery

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher's instruction inadequately addresses students' learning needs.</td>
</tr>
</tbody>
</table>

Comments:
### Performance Standard 4: Assessment of and for Student Learning

<table>
<thead>
<tr>
<th><strong>Exemplary</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Developing/Needs Improvement</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>meets the standard for exemplary performance</td>
<td>meets the standard for proficient performance</td>
<td>meets the standard for developing/needs improvement performance</td>
<td>meets the standard for unacceptable performance</td>
</tr>
</tbody>
</table>

- In addition to meeting the standard, the teacher uses a variety of informal and formal assessments to assess student learning and teaches students how to monitor their own academic progress.
- The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
- The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan and modify instruction.
- The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

**Comments:**

### Performance Standard 5: Learning Environment

<table>
<thead>
<tr>
<th><strong>Exemplary</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Developing/Needs Improvement</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>meets the standard for exemplary performance</td>
<td>meets the standard for proficient performance</td>
<td>meets the standard for developing/needs improvement performance</td>
<td>meets the standard for unacceptable performance</td>
</tr>
</tbody>
</table>

- 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.

**Comments:**
### Performance Standard 6: Professionalism

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.</td>
<td>The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.</td>
</tr>
</tbody>
</table>

**Comments:**

---

### Performance Standard 7: Student Academic Progress

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.</td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>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.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

**Comments:**
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

☐ Exemplary ☐ Proficient ☐ Developing/ Needs Improvement ☐ Unacceptable

Due to three or more “developing/needs improvement” or one or more “unacceptable” ratings on performance standards.

Employee’s Signature/Date

Administrator’s Signature/Date
### Performance Improvement Plan

**Teacher:** ____________________  **School:** ____________________

**Grade/Subject:** ____________________  **School Year:** ______

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies within the Standard to be Corrected</th>
<th>Resources/Assistance Provided Activities to be Completed by the Employee</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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

**Evaluator's Signature/Date Initiated**

**Teacher's Signature/Date Initiated**

### Results of Performance Improvement Plan:

<table>
<thead>
<tr>
<th>Performance Standard Number</th>
<th>Performance Deficiencies within the Standard to be Corrected</th>
<th>Comments</th>
<th>Review Date²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*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.
References


Endnotes


5 Marzano et al., 1993.


13 Covino & Iwanicki, 1996.


TEACHER LICENSURE
APPLYING FOR AN INITIAL VIRGINIA LICENSE

(Application for a teaching license, collegiate professional license, postgraduate professional license, or pupil personnel services license)

Thank you for your interest in obtaining a Virginia license. Please follow the application instructions and return all completed information in a single packet. If you are employed in a Virginia educational agency, please submit your completed application packet directly to the appropriate individual in your Virginia school division or Virginia accredited nonpublic school.

If an incomplete application packet is submitted or a license cannot be issued, your application will be retained for only one year. After that time, a new application must be submitted. An updated application is required for a license to be issued.

CRITERIA FOR SUBMITTING AN APPLICATION FOR AN INITIAL LICENSE

Please reference the Licensure Regulations for School Personnel on the Virginia Department of Education’s website for all requirements for a license.

You may submit an application for an initial Virginia license if you meet the criteria in at least one of the following:

- Have completed a state-approved preparation program, including student teaching or at the graduate level, a clinical practicum or internship. (If you have completed a Virginia approved program and are not employed by a Virginia school division or Virginia accredited nonpublic school, request that your application be submitted by the college or university or the Career Switcher program provider.)
- Hold an active, valid license from another state with no deficiencies with comparable endorsement(s) to those offered in Virginia.
- Are employed full-time as an educator under contract by a Virginia school division or a Virginia accredited nonpublic school. (Please submit your application directly to the Virginia employing school division or the Virginia accredited nonpublic school.)
- Are military personnel or veteran applying for a Virginia license.

IMPORTANT NOTICE

The submission of an application for a Virginia license or request for license renewal may result in the denial of a license for any reason listed in the Licensure Regulations for School Personnel, 8 VAC20-22-720. The denial of a license is an adverse licensure action that is reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States and could affect the status of any license or certificate that the applicant holds in another state and/or the status of any application for a license or certificate that the applicant has submitted or may submit in another state. An individual will not be denied a license without being given the opportunity for a hearing as specified in the licensure regulations 8 VAC20-22-740c.
INSTRUCTIONS FOR APPLYING FOR AN INITIAL VIRGINIA LICENSE FOR
TEACHERS, ADMINISTRATORS AND SUPERVISORS,
AND PUPIL PERSONNEL SERVICES PERSONNEL

July 1, 2018

Please follow the instructions to assemble your application packet. Submit the application, including the forms and documents requested, in a single packet to the Virginia Department of Education, Division of Teacher Education and Licensure, P.O. Box 2120, Richmond, Virginia 23218-2120.

Step 1: Application Form

Please respond to all questions on the application form. SIGN AND DATE BOTH PAGES OF THE APPLICATION. Original signatures with a current date are required. The applicant is responsible for notifying the Division of Teacher Education and Licensure in writing of mailing address changes.

NOTICE: In accordance with § 63.2-1937 of the Code of Virginia, the Virginia Department of Education requires applicants for teacher licensure in Virginia to provide their social security numbers. Additionally, Virginia uses applicants’ social security numbers to check the clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC) for license revocation, cancellation, suspension, denial, and reinstatement in other states. Virginia also reports information to the clearinghouse as needed. The Virginia Department of Education will not release your social security number except to the NASDTEC clearinghouse to report cases of license revocation, cancellation, suspension, denial, and reinstatement as noted above. Please note that if you do not provide your social security number, your application will not be processed and no Virginia teaching license will be issued.

NOTICE: The name and address of a person applying for or possessing a license may be disseminated pursuant to a request under Section 2.2-3802(5) of the Code of Virginia.

If you responded affirmatively to any of the questions in Part II of the application, a letter of explanation and requested documentation must be submitted.

Step 2: Nonrefundable Application Fee

The in-state fee is $50, and the out-of-state fee is $75. The fee is determined by the address on your application. Attach a certified check, cashier’s check, money order, or personal check made payable to the Treasurer of Virginia. A $50 processing fee is assessed for a check returned for any reason. Returned checks are subject to collection action.

Step 3: College Verification Form

If you have completed undergraduate and/or graduate state-approved preparation programs, the College Verification Form must be completed by the certification/licensure officer of the college or university where you completed each program. The student teaching/practicum/internship verification (Part III) must be completed for each student teaching/practicum/internship experience. If you hold an active, full, and renewable license without deficiencies from another state and are seeking only endorsement(s) on that license comparable to endorsement(s) in Virginia, this form is not required.

Step 4: Report on Experience

This form must be completed by the appropriate official(s) at a public school division or accredited nonpublic school if you have completed at least one year of full-time contractual teaching or other contracted instructional school professional experience at a public or accredited nonpublic school.
Step 5: Professional Teacher’s Assessment Scores
Include a copy of the score reports for the Virginia licensure assessments taken and passed. Electronic scores sent to the Department from the testing companies are not always transferred; therefore, include copies of score reports. Please refer to the testing information on the Licensure website.

Effective July 1, 2018, House Bill 1125 states in part:

...For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. Each such individual shall establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. No service requirements or licensing assessments shall be required for any such individual...

Individuals who hold an active out-of-state license (full credential without deficiencies) in a state other than Virginia may be exempted from the professional teacher’s assessment requirements.

Step 6: Official Student Transcripts
Include official transcripts from all colleges and universities attended. Contact the registrar’s office of each college or university where you have earned a degree or completed coursework. Request official student transcripts to be sent to you, and submit the transcripts with your application packet. Official student transcripts (bearing the registrar’s signature and embossed seal) that have been issued to students are acceptable. Do not have transcripts sent separately to this office.

Some institutions contract with other companies to issue official transcripts. The transcripts may be accepted if received in sealed envelopes. Placement records sent from colleges, electronic transcripts, grade reports, PDFs, photocopies, and student printouts of transcripts will not be accepted or returned. Please do not have transcripts sent directly from the institution to this office.

Step 7: Out-of-state License(s)
Include a photocopy of each of your active out-of-state license(s), if applicable.

Step 8: Certification of Child Abuse and Neglect Recognition and Intervention Training
Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure must complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines approved by the Virginia Board of Education. A training module is available at no cost.

- Individuals must select the “Required Training/Courses” tab under the heading “Child Protective Services.”
- Then select the “Child Abuse and Neglect: Recognizing, Reporting, & Responding (for educators).”

To print the certificate after completing the training, the computer must be connected to a printer.

Step 9: Emergency First Aid, CPR including hands-on practice, and AED Training or Certification
Include documentation verifying this statutory requirement has been met. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall (i) be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills
necessary to perform cardiopulmonary resuscitation. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

The following must be included on the “Request for a Waiver Form” submitted to the licensure office by an individual:

- Individual’s full name.
- Title or description of training or certification completed that clearly indicates that all three components were included: 1) emergency first aid, 2) CPR including hands-on practice, and 3) use of AEDs. Documentation must clearly indicate that hands-on CPR practice was included in the training. If your documentation does not clearly indicate that hands-on practice was included you will need to attach additional documentation such as a letter from the instructor.
- Date the training or certification was completed.
- Signature and title of the individual providing the training or certification or a printed certificate from the organization or group that provided the training or certification. Legible copies of wallet-sized certification cards or other sized certifications, containing the above information, from organizations providing current national evidence-based emergency cardiovascular care for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross will be accepted.

**Step 10: Dyslexia Awareness Training**

Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure shall complete awareness training on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. A dyslexia module is available at no cost.

To print the certificate after completing the training, the computer must be connected to a printer.

**Step 11: Applicable to Individuals Seeking an Initial License with Endorsement(s) in an Area of Career and Technical Education: Industry Certification Credential (Career and Technical Educators Only)**

Individuals applying for an initial license with a career and technical education endorsement must include documentation verifying the industry credential statutory requirement has been met for the endorsement requested.

"Industry certification credential" means a career and technical education credential that is earned by successfully completing a Virginia Board of Education-approved industry certification examination, being issued a state professional license, or successfully completing an occupational competency examination. Please note that this requirement is in addition to all other licensure requirements for the endorsement you are seeking. For additional information on this requirement, please refer to the Industry Credentials for Teachers Seeking an Initial Virginia License with Endorsement(s) in an Area of Career and Technical Education Guidance Document. You also may access the Guidance Document by referring to Virginia Department of Education’s website and selecting “Superintendent’s Memos” under the “Quick Links” at the top, right-hand side of the page. Superintendent’s Memo #152-16 was posted on June 23, 2016.

The 2015 General Assembly amended the Code of Virginia to require that a teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks
endorsement, the Board may, upon request of the Virginia employing school division or Virginia accredited nonpublic school, issue the teacher a provisional license to allow time for the teacher to attain such credential.

Provisional license may only be issued at the request of the Virginia employing school division or the Virginia accredited nonpublic school.

**Step 12: Applicable to Individuals Seeking an Initial License with an Endorsement as a School Counselor: Training in the Recognition of Mental Health Disorder and Behavioral Distress (School Counselors Only)**

Individuals seeking initial licensure with an endorsement as a school counselor must include verification of training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. Refer to Superintendent’s Memo #173-17 for additional information on training options to meet this requirement.
Virginia Department of Education
Division of Teacher Education and Licensure
P. O. Box 2120 • Richmond, VA 23218-2120

APPLICATION FOR A VIRGINIA LICENSE (Page 1 of 2)

NONREFUNDABLE APPLICATION FEE (determined by the address provided below): $50-in-state; $75-out-of-state

Make checks payable to Treasurer of Virginia. The application fee is nonrefundable. A $50 fee is assessed for a returned check.

PART I: INFORMATION

PLEASE PRINT OR TYPE

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date of Birth (Month/Day/Year)</th>
<th>U.S. Military Veteran:</th>
<th>Reserves:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes ☐ No ☐</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Suffix (Jr., Sr., III, etc.)</th>
</tr>
</thead>
</table>

Address (Street, City, State, Zip Code) [Please note that the address provided is public information]*

<table>
<thead>
<tr>
<th>Daytime Telephone Number (include area code)</th>
<th>Home Telephone Number (include area code)</th>
<th>Gender (for statistical purposes only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male ☐ Female ☐</td>
</tr>
</tbody>
</table>


*ADDRESS CHANGE - THE APPLICANT MUST NOTIFY THE OFFICE OF LICENSURE, DEPARTMENT OF EDUCATION, IN WRITING OF AN ADDRESS CHANGE. Name and address of anyone applying for a license may be disseminated pursuant to a request under § 22-3802(5) of the Code of Virginia.

PART II: BACKGROUND QUESTIONS:

Background Question

Have you ever been convicted of, or entered a plea of guilty or no contest to, a felony? (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever been convicted of, or entered a plea of guilty or no contest to, a criminal offense in another country? (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving a child (minor) or a student? (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever been convicted of, or entered a plea of guilty or no contest to, a misdemeanor involving drugs (not alcohol)? (If yes, please attach a letter of explanation and a copy of the court documents indicating judgment and disposition of the case from the court.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever been the subject of a founded complaint of child abuse or neglect by a child protection agency? (If yes, please attach a letter giving full details and official documentation of the founded complaint.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever had a teaching, administrator, pupil personnel services, or other education-related certificate or license revoked, suspended, invalidated, cancelled, or denied by another state, territory, or country; surrendered such a license or the right to apply for such a license; or had any other adverse action taken against such a license? Please note: This includes a reprimand, warning, or reprimand and any order denying the right to apply or reapply for a license. (If yes, please attach a letter giving full details and official documentation of the action taken.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Are you currently the subject of any review, inquiry, investigation, or appeal of alleged misconduct that could warrant discipline or termination by a school division or other education-related employer or an adverse action against a teaching, administrator, pupil personnel services, or other education-related license or certificate? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges. (If yes, please attach a letter giving full details and any official documentation available regarding the matter.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Have you ever left any education- or school-related employment, voluntarily or involuntarily, under any of the following circumstances: (1) while the subject of a review, inquiry, investigation, or appeal of alleged misconduct; (2) when you had reason to believe a review, inquiry, investigation, or appeal of alleged misconduct was under way or imminent; or (3) while any administrative or judicial proceeding involving an allegation of misconduct was pending, eligible for appeal, or under appeal? Please note: This includes any open investigation by or pending proceeding with a child protection agency and any pending criminal charges. (If yes, please attach a letter giving full details and any official documentation available regarding the matter.)

<table>
<thead>
<tr>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

Applicant’s Signature __________________________ Date __________________________

The application is continued on the following page.

Pages 1 and 2 each must include the applicant’s signature and date. A complete application must be submitted.

(Application Page 1 of 2)
**PART III: EDUCATION** (Include colleges and universities where coursework was completed and degrees earned.)

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Dates Attended</th>
<th>Degree (if earned)</th>
<th>Major/Major Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**PART IV: EXPERIENCE** (Grades PreK-12 only—full-time, contractual experience only. Do not include substitute, summer school, or aide experience.)

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location</th>
<th>Dates of Employment (Month/Year to Month/Year)</th>
<th>Grade(s)/Subject(s) Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**PART V: OUT-OF-STATE EDUCATIONAL LICENSE** – This section must be completed, if applicable. (Enclose a photocopy of each license.)

<table>
<thead>
<tr>
<th>State</th>
<th>First issue date:</th>
<th>Last expiration date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**PART VI: COMPLETE IF YOU HAVE ACCEPTED A POSITION IN VIRGINIA REQUIRING A LICENSE**

<table>
<thead>
<tr>
<th>Name of Employer</th>
<th>Beginning Date of Employment</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**BY MY SIGNATURE, I CERTIFY THAT THE INFORMATION ON THIS FORM IS ACCURATE AND COMPLETE. I UNDERSTAND THAT MISREPRESENTATION MAY RESULT IN THE DENIAL, REVOCATION, CANCELLATION, OR SUSPENSION OF THE VIRGINIA LICENSE.**

Applicant’s Signature _______________________________ Date ____________

ORIGINAL SIGNATURE REQUIRED

Pages 1 and 2 must each include the applicant’s signature. A complete application must be submitted.

(Application Page 2 of 2)
Virginia Department of Education  
Division of Teacher Education and Licensure  
P. O. Box 2120  
Richmond, VA 23218-2120  

COLLEGE VERIFICATION FORM

The purpose of this form is to determine whether an applicant for licensure has completed a state-approved preparation program at the undergraduate or graduate level. In these cases, the form must be completed by the appropriate certification/licensure official of the college/university where the program has been completed. The completed form must be submitted to this office by the applicant along with other items required for licensure or to the Virginia school administrator with whom the applicant has accepted employment.

PART I:

Social Security Number: ___________________________  
Date of Birth: (Month/Day/Year) ______________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Suffix (Jr., Sr., III)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Address (Street, City, State, Zip Code) ___________________________

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Degree Earned</th>
<th>Date of Degree Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

PART II: Please check the appropriate response:

☐ YES ☐ NO  By my signature, I certify that the applicant satisfactorily completed a state-approved preparation program and completed endorsements (teaching areas, administration and supervision, or pupil personnel services) in the following areas:

ENDORSEMENTS:

PART III: Student Teaching, Internship, and/or Practicum Experience:

Course Title: ___________________________  
Course Number: ___________________________  
Clock Hours: ___________________________

A. High School grade(s):

B. Elementary grade(s):

C. Specific special education area(s)* and grade level(s)
   *Please specify the exact nature of the exceptional child (children) included in the student teaching/practicum experience:

D. Special subject area(s) & Grade levels
   Subject (e.g., Art, Music, P.E.):
   Grade level(s):

PART IV: To be completed by Virginia colleges and universities only:

If I am signing as a Virginia college or university representative, my signature below certifies that the individual has met the following requirements checked below:
☐ Child abuse and neglect recognition and intervention training;
☐ Certification or training in emergency first aid, CPR including hands-on practice, and the use of AED;
☐ Dyslexia training; and
☐ School counselors training (if applicable).

Requisite to compliance with the licensure regulations established by the Virginia Board of Education are the following conditions: the applicant must be at least 18 years of age and must possess good moral character. By my signature, I certify on the basis of my information and belief that the applicant possesses good moral character.

SIGNATURE: ___________________________  
NAME: ___________________________
DATE: ___________________________  
EMAIL ADDRESS: ___________________________
TITLE: ___________________________  
INSTITUTION: ___________________________
PHONE NUMBER: ___________________________  
ADDRESS: ___________________________
TEACHING TIPS

- NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
- ABC'S FOR THE FIRST YEAR TEACHER
- FOURTEEN THINGS THAT MATTER MOST
- PHASES OF FIRST YEAR TEACHERS' ATTITUDES
- FIRST YEAR TEACHERS SURVIVAL TIPS
- LOW/HIGH LEVEL THINKING SKILLS
- TIPS FOR PARENT/TEACHER CONFERENCE
- THE FIRST DAYS OF SCHOOL
Tips for Successful Parent Conferences

Working for a Common Goal: Academic Success

Communicating with parents is one of the most important things we do as teachers. When we can work together with a child’s parents toward common goals, we improve the atmosphere for learning.

Most successful parent-teacher “teams” begin with a conference, usually one conducted before there’s a real need to meet.

Of course, while parent conferences can be one of the most helpful techniques in a teacher’s “bag of tricks,” we also know that sometimes they can be a discouraging waste of time—or even turn into ugly confrontations.

Here are some tips to help make your parent conferences productive and successful:

🌟 Invite both parents
Encourage both parents to attend conferences when possible. Misunderstandings are less common if both parents hear what you have to say, and you’ll be able to gauge the kind of support both parents give the child. Remember that both mother and father may not be available. Increasing numbers of children live in single-parent homes. Even with two parents, both parents often work outside the home.

🌟 Make contact early
You’ll get your relationship with parents off to a good start if you contact them early in the year, perhaps with a memo or newsletter sent home to all pupils. Give parents an outline of what their children will be studying, and let them know you will be happy to meet with them, and how and when they may contact you.

🌟 Keep it concise
Parent teacher conferences should be kept to around ten (10) minutes per child.

🌟 Be ready for questions
Parents may have specific questions. They’re likely to ask: What is my child’s ability level? Is my child working up to his/her ability level? How is my child doing in specific subjects? Does my child cause any trouble? Does my child have any specific skills or abilities in schoolwork?

🌟 Plan—Get your papers organized in advance
Assemble your grade book, test papers, samples of the student’s work, attendance records and other pertinent data ahead of time. Have in mind a general but flexible outline of what you’re going to say, including a survey of student progress, a review of his or her strengths and needs and a proposed plan of action.

🌟 Greet parents near the entrance they’ll use
You’ll alleviate anxiety and frustration and make parents feel welcome.

🌟 Get the name right
Don’t assume that Jennifer Peabody’s mother is Mrs.

Peabody. She could well have been married again since Jennifer was born. Check records ahead of time to make sure you’ve got the parents’ names right. Don’t assume that the wrinkled gray-haired gentleman coming in with Johnny is his grandfather. It could be his father or an uncle. Politely ask. Double check names so you don’t talk to the Smiths about their son “Stan” when their son’s name is “Steve.”

🌟 Avoid physical barriers
Don’t sit behind your desk or force the parents to squeeze into the children’s desks on the front row. Arrange conference table seating, if possible, so you’ll all be equals together.

🌟 Open on a positive note
Begin conferences on a warm, positive note to keep everyone relaxed. Start with a positive statement about the child’s abilities, work or interests.

🌟 Structure the session
As soon as the parents arrive, review the structure of the conference—the why,
Let parents know you’re interested in their opinions, are eager to answer their questions and want to work with them throughout the year to help make their child’s education the best. Confirm that you want to work together in the best interests of the child.

**Focus on strengths**
It’s very easy for parents to feel defensive, since many of them see themselves in their children. You’ll help if you review the child’s strengths, solutions and areas of need, rather than dwelling on criticism or stressing weaknesses.

**Listen to what parents say**
Despite the fact we spend nearly a third of our lives listening, most adults are poor listeners. We concentrate on what we’re going to say next, or we let our minds drift off to other concerns, or we hear only part of what a speaker is saying. You’ll get more out of a parent conference if you really listen to what parents are saying.

**Ask about the child**
You don’t want to pry, of course, but remember to ask parents if there is anything they know about (such as study habits, relationships with siblings, any important events in his or her life) which may affect his or her schoolwork.

**Don’t judge**
It may not always be possible to react neutrally to what parents say—their values may be very different from yours. Your judgement of parents’ attitudes or behaviors can be a roadblock to a productive relationship with them.

**Forget the jargon**
Education jargon phrases like “criterion referenced testing,” “perceptual skills” and “least restrictive environment” may be just too much double-talk to many parents.

**Turn the other cheek**
It is unusual to run into parents who are abusive and hostile, but it can happen. Try not to be rude, whatever the provocation. Hear out the parents in as pleasant a manner as possible, without getting defensive. If the situation is threatening or you begin to feel uncomfortable, end the conference immediately or call for assistance.

**Ask for parents’ opinions**

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**Summarize**
Before the conference ends, summarize the discussion and what actions you and the parents have decided to take.

**Wind up on a positive note**
When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.

**Meet again if you need to**
If you feel you need more time, arrange another meeting later rather than trying to rush.

**Keep a record of the conference**
You may find it helpful later to have a brief record of what was said at the conference, what suggestions for improvement were made and so forth. Make notes as soon as possible after the conference while details are fresh.

**Keep confidences**
Parents will tell you information they would not share with anyone else. Do not share “amusing” stories about the student’s family with family or colleagues. Your funny story could cause pain to those you have tried most to encourage.

**Know Virginia law**
If you learn anything from a parent that might cause you to suspect child abuse, know your “duty to report” under Virginia law.
The very first day of school is the most important day of the school year.

Reference: The First Days of School. p. 3.
Factors Governing Student Learning

1. Classroom Management
2. Learning Processes
3. Home & Parental Support
4. Teacher & Student Interrelationship

28. District Demographics

It is the teacher who makes the difference in the classroom.

Reference: The First Days of School. Unit A.
Learning Processes

How to take notes
How to read a textbook
How to work in groups
The most important variable governing whether the student learns or not, is what you do in the classroom.
What increased my students' achievement level

1. Classroom management

2. My expectations of my students
The very first day of school is the most important day of the school year.

What EFFECTIVE TEACHERS do on the very first day will determine the success of the class.

The Seven Things Students Want to Know on the First Day of School

1. Am I in the right room?
2. Where am I supposed to sit?
3. What are the rules in this classroom?
4. What will I be doing this year?
5. How will I be graded?
6. Who is the teacher as the person?
7. Will you treat me as a human being?

The effective teacher assigns seats on the first day of school.

Other Ideas for Assigning Seats

Names
Pictures
Shapes
Colors
Escort
Cards

Reasons for a Seating Chart

1. Facilitates roll taking
2. Aids name memorization
3. Separates potential problem students

The research says there must be an assignment posted before the student walks in.

The assignment must be posted in the same consistent location every single day.

Your very first priority when the class starts is to get the students to work.

The very first thing that must occur when the students walk in is they must immediately get to work.

Implementation is the key to success.

OWN IT

I take responsibility for doing it.
First Year Teachers

An Introduction

Tazewell County Public Schools addresses the need for high quality teaching and leadership. Consequently, all teachers new to TCPS are required to participate in a mentoring program, which is designed to help them begin building a successful career within the system, from their first day in the classroom.

Goals of the mentoring program are as follows:

- Bring teachers into the profession, District, and schools in a manner befitting their importance to the success of TCPS

- Provide teachers resources necessary to perform effectively as they begin their teaching careers

- Foster norms of collegiality, collaboration, and reflective practice among teachers

- Build understanding and common language of the connection between teacher practice and Virginia Standards of Learning

- Develop mentors as teacher-leaders to assist new teachers

This handbook provides answers to many of the questions newly hired teachers have about system-wide and local school policies, practices, and procedures in the Tazewell County Public Schools. Included are summaries of many TCPS policies. We invite you to visit the Tazewell County Public Schools Web site http://www.tazewell.k12.va.us to view the full text of all TCPS policies.

Good luck! We're delighted you have decided to join us.
Ten "Musts" For All TCPS Teachers

As valued professional employees of TCPS, all teachers must take responsibility for the educational program of students in their charge. Teachers evidence this sense of responsibility by:

- Arriving to work on time and being prepared to perform assigned duties

- Respecting staff, students, and parents

- Being fiscally accountable for all school-related funds in your charge

- Maintaining all records according to procedures

- Working cooperatively with the school administration and the local school council

- Attending and participating in all meetings during work hours as directed by the Administration

- Monitoring student progress on a regular basis, maintaining appropriate records, and communicating progress to parents

- Working cooperatively with families and local community and civic organizations for the development of students

- Personally conducting themselves as befits the profession of teaching

- Participating in school and community events designed to enhance the development of students
Characteristics of Successful TCPS Teachers

High performance characteristics are common values and behaviors to which we hope all of you will aspire. A successful teacher demonstrates the following behavior characteristics:

Act with high integrity
Establishes and maintains highest standards of ethics and conduct with stakeholders – students, parents, community, the public, colleagues. Follows through on promises.

Care about and values students
Recognizes and respects the dignity and potential of all students. Maintains caring attitude and strong commitment to all.

Believe all people can learn
Recognizes that students come from different backgrounds and may have different learning styles. Believes that all students, given the correct strategies, can successfully learn.

Support teamwork
Works willingly with others and actively contributes to the achievement of team and organizational goals. Shares knowledge and resources. Considers and implements ideas of others.

Take pride in profession
Has tremendous interest and enthusiasm toward work. Strives for quality and school improvement. Demonstrates an uplifting and self-affirming state of mind.

Develop self and others
Uses feedback from others in own self-development plans, setting specific goals and timetables. Learns from mistakes and successes. Provides input into coworker self-development plans, offering feedback with concrete examples.

Communicate openly and effectively
Expresses ideas honestly in an organized and concise manner. Uses language and terminology appropriate to audience. Asks questions to clarify and understand ideas and opinions of others. Listens effectively.

See self as life-long learner
Recognizes that learning is an ongoing process. Accepts and implements change willingly.

Demonstrate creativity
Conceives and implements alternative methods and innovative solutions. Operates comfortably in an unstructured environment. Seeks ways to capitalize on existing resources.

Respect people
Treats all people with dignity and respect. Works patiently and positively with others. Values diversity.
Getting Ready To Begin A New Year

At the beginning of the school year, there are many things to keep in mind before students arrive for their first day of school. You should plan for the following:

- locating materials and supplies
- emergency procedures
- discipline procedures
- availability of resources, technology, and equipment
- staff introductions
- aligning with a mentor
- lunch routines
- schedules
- attendance procedures
- grading policy
- special needs students

Teacher Absences

There are times when illness or unavoidable personal obligations require absence from school. Teachers are provided with 10 annual sick days and 3 personal days. Check with your school secretary to verify procedures in case of absence.
Classroom Management Strategies

To maintain effective behavior management and thus increase effective teaching, preventive strategies and control techniques should be implemented in the classroom. Preventive strategies refer to the need to prevent student misconduct before it occurs.

A well-ordered classroom enables teachers to handle discipline problems, conduct effective lessons and, in general, provide for continuing optimum student productivity. The school year should begin with establishment of clear-cut procedures, routines, and rules. Effective teachers teach procedures, have students learn routines, and establish realistic rules.

- Teachers must be ready to teach as soon as the students enter the classroom
- To accomplish this, a meaningful instructional activity should be given to students upon their entering
- When students are involved in this activity on a daily basis, a routine is established and the teacher can take attendance and collect homework, notes, and/or lunch money
- Classroom rules are fundamental to an effective classroom management system.
- Keep rules simple and limited in number—usually a set of five to eight rules is sufficient to cover most areas of behavior
- Display and review rules prominently as a constant reminder of behavioral expectations
- Classroom rules are most effective when developed with students; this gives students ownership and "buy in" of the rules!

✓ REMEMBER:

- **Never leave a class unattended.** If it is necessary to be out of the room, a teacher must contact the office and request someone to "cover" the class.
- **Never put a student in the hall or leave a student unattended.** If anything happens to this student while outside the classroom, the teacher is held responsible.
- **In event of a classroom emergency,** the teacher must maintain control of students and contact the office.
Student Behavior Management Strategies
To strive toward an effective and efficient teaching style, it is necessary to effectively manage student behavior. In doing so, basic concepts should be kept in mind:

- Focus on the positive – note students doing good things and praise them for it
- Maintain composure and self-control – do not model behavior you would not tolerate from a student
- Be consistent, uniform, and fair – make sure students know what is and is not acceptable behavior
- React to acts of misconduct – follow the Student Code of Conduct

Most discipline problems that occur in school result from conflicts between students. You should make every effort to work with students to help them resolve conflicts without resorting to verbal abuse or physical violence. Students involved in conflict should be made aware of the following strategies:

- Agree to problem solve—both parties commit to working together to solve conflict.
- Listen to each other's points of view.
- Focus on interests—find out what each party wants.
- Create win-win options that address interests of parties in dispute.
- Evaluate options for fairness and feasibility.
- Create an agreement which outlines who will do what and when, where, and how it will be done.

Time Management Strategies
What teachers are able to accomplish depends largely on how much time they have. If learning time is used up with non-learning tasks, valuable instruction is lost. The following suggestions will help increase academic learning time and improve student performance:

- Develop routines so students know exactly what to do
- Plan for transition, having supplies and equipment readily available to avoid long periods of delay
- Establish clear rules at beginning of the year; review them consistently.
- Make instructions clear and brief
- Use brisk but appropriate pace to keep students attentive and interested
- Foster good work habits — expect neat, complete, and high-quality work
- Check student progress periodically to anticipate when they are ready to move on
- Reduce distractions
- Give students ongoing assignments to keep them academically engaged
- Use age-appropriate quick-drill techniques during transitional times
Grade Book Maintenance
Grade books are vital to teacher awareness of student progress. Parents and students may question grades, and the grade book records evidence of improvement or need for improvement. Furthermore, the teacher can see at a glance how the class as a whole is progressing. Grade books may include:

- a section for each subject/class
- homework assignments
- projects
- quiz and test scores
- mid-semester grades
- semester grades

Be sure to inquire and follow procedures for recording grades at your school.

Student Code of Conduct
To promote desirable student conduct and behavior, and ensure equitable discipline throughout the TCPS a Code of Student Conduct has been adopted:

- The Student Code of Conduct is listed in the Tazewell County School Board Policy Manual
- The Student Code of Conduct is contained in the school calendar, given to all students, and agenda books for middle and high school students

Successful Teacher-Parent Conferences
Before meeting a parent/guardian to discuss student progress, a teacher should:

- look through cumulative student records.
- find out as much as possible about overall student progress.
- review all student assessment data received to-date.

Following are suggested steps to a successful conference:

- Start conference with a positive comment
- Make parents feel comfortable
- Encourage parents to ask questions
- Discuss ways parents can assist child at home
- Show concern by carefully listening to what parent/guardian says about student
- List alternatives for seeking help
- Discuss one issue at a time
- Keep all information confidential
- Avoid comparing students
Additional Tips for Communicating with Parents
It is important to establish open lines of communication with parents early in the school year. Making parents part of the learning process has a positive impact on student achievement. Listed below are suggested methods of communicating with parents and students:

- Telephone calls
- Progress reports
- Student work samples
- Letters or notes of praise
- Comments written on homework
- Certificates of achievement
- Comments on report cards

Homework Policy
The Tazewell County Public Schools Homework Policy mandates that homework be regularly assigned to students:

- Homework should be a sequence of well-planned, meaningful assignments for completion during out-of-class time
- Specific amount and frequency of assigned homework should be generally based on student needs, interests, and the content of the instructional program
- Students also should be given long-term assignments, such as, projects, and research papers

Indicated below are flexible total weekly time guidelines:

- Grades K-3 = 0-2 1/2 hours
- Grades 4-5 = 2-5 hours
- Grades 6-8 = 5-10 hours
- Grades 9-12 = 5-15 hours
ANTICIPATION (During the first few days/weeks) - Tremendous commitment; idealistic view; may be elated but at the same time terrified
SURVIVAL (Usually within the first month) - Overwhelmed; exaggerated “reality”; exhausted
DISILLUSIONMENT (After six to eight weeks) - Distressed; disenchantment; full of self-doubt and may be physically ill; question professional commitment
REJUVENATION (After winter break) – Slow rise in attitude; acceptance of “realities”; renewed sense of accomplishment
REFLECTION (Near end of year) – Invigorating; emerging vision; new phase of more realistic anticipation

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**PHASES OF FIRST YEAR TEACHERS' ATTITUDES TOWARDS TEACHING**

- Anticipation
- Survival
- Disillusionment
- Rejuvenation
- Reflection

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Ellen Moir, UC Santa Cruz, 1990
Fourteen Things That Matter Most

1. Great teachers never forget that it is people, not programs, that determine the quality of a school.
2. Great teachers establish clear expectations at the start of the year and follow them consistently as the year progresses.
3. When a student misbehaves, great teachers have one goal: to keep that behavior from happening again.
4. Great teachers have high expectations for students but even higher expectations for themselves.
5. Great teachers know who is the variable in the classroom. They are. Good teachers consistently strive to improve, and they focus on something they can control—their own performance.
6. Great teachers create a positive atmosphere in their classrooms and schools. They treat every person with respect. In particular, they understand the power of praise.
7. Great teachers consistently filter out the negatives that don’t matter and share a positive attitude.
8. Great teachers work hard to keep their relationships in good repair—to avoid personal hurt and to repair any possible damage.
9. Great teachers have the ability to ignore trivial disturbances and the ability to respond to inappropriate behavior without escalating the situation.
10. Great teachers have a plan and purpose for everything they do. If things don’t work out the way they had envisioned, they reflect on what they could have done differently and adjust their plans accordingly.
11. Before making any decision or attempting to bring about any change, great teachers ask themselves one central question: What will the best people think?
12. Great teachers continually ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they were good.
13. Great teachers keep standardized testing in perspective; they center on the real issue of student learning.
14. Great teachers care about their students. They understand that behaviors and beliefs are tied to emotion, and they understand the power of emotion to jump-start change.
THE ABCs FOR FIRST YEAR TEACHERS

➤ Admit your mistakes and learn from them.
➤ Be firm but flexible.
➤ Communicate with parents.
➤ Develop a homework policy and stick to it.
➤ Empower your students; don’t just lecture to them.
➤ Find time to attend afterschool events.
➤ Get to know all the teachers in your school and make friends with the cooks, custodians, aides, and secretaries.
➤ Have the courage to try something else if what you’re doing isn’t working.
➤ Institute a clear discipline policy and enforce it consistently.
➤ Just listen -- both to what the kids are saying and to what they’re not saying.
➤ Keep a journal.
➤ Learn your school’s policies and procedures.
➤ Model desired attitudes and behavior.
➤ Non carborundum ignorami. (Don’t let the imbeciles wear you down.)
➤ Over plan.
➤ Prepare interesting lessons.
➤ Quit worrying and just do your best.
➤ Remember that you teach students first, then you teach whatever academic discipline you learned.
➤ Stay alert.
➤ Take pictures.
➤ Understand that the learning process involves everyone -- teachers, students, colleagues, and parents-- and get everyone involved.
➤ Volunteer to share projects and ideas, and don’t be afraid to ask others to share their ideas with you.
➤ Work within your limits.
➤ “Expect” the unexpected-- and plan for it!
➤ Yell if you need support.
➤ Zero in on your strengths, not your weaknesses. (Remember-- nobody's perfect!)