



HENRY COUNTY PUBLIC SCHOOLS **Teacher Performance Evaluation** **Formative**

Name: _____ **School:** _____ **Year:** _____

PERFORMANCE STANDARD 1: PLANNING AND ASSESSMENT

Performance Standard Indicators

1. The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum guides.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

2. The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

3. The teacher diagnoses individual group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

4. The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

5. The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

PERFORMANCE STANDARD 2: INSTRUCTION

Performance Standard Indicators

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|
| (3) <input type="checkbox"/> | (2) <input type="checkbox"/> | (1) <input type="checkbox"/> | (0) <input type="checkbox"/> | Observation <input type="checkbox"/> |
| | | | | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

2. The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|
| (3) <input type="checkbox"/> | (2) <input type="checkbox"/> | (1) <input type="checkbox"/> | (0) <input type="checkbox"/> | Observation <input type="checkbox"/> |
| | | | | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

3. The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|
| (3) <input type="checkbox"/> | (2) <input type="checkbox"/> | (1) <input type="checkbox"/> | (0) <input type="checkbox"/> | Observation <input type="checkbox"/> |
| | | | | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

4. The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------------|
| (3) <input type="checkbox"/> | (2) <input type="checkbox"/> | (1) <input type="checkbox"/> | (0) <input type="checkbox"/> | Observation <input type="checkbox"/> |
| | | | | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

PERFORMANCE STANDARD 3: SAFETY AND LEARNING ENVIRONMENT

Performance Standard Indicators

1. The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

2. The teacher manages classroom procedures to maximize academic learning time.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

3. The teacher establishes and maintains rapport with students.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

4. The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| (3) | (2) | (1) | (0) | Observation <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio <input type="checkbox"/> |
| | | | | Other: <input type="checkbox"/> |
| | | | | _____ |

PERFORMANCE STANDARD 5: PROFESSIONALISM

Performance Standard Indicators

1. The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------------------|
| (3) | (2) | (1) | (0) | Observation | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio | <input type="checkbox"/> |
| | | | | Other: | <input type="checkbox"/> |
| | | | | _____ | |

2. The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------------------|
| (3) | (2) | (1) | (0) | Observation | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio | <input type="checkbox"/> |
| | | | | Other: | <input type="checkbox"/> |
| | | | | _____ | |

3. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------------------|
| (3) | (2) | (1) | (0) | Observation | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio | <input type="checkbox"/> |
| | | | | Other: | <input type="checkbox"/> |
| | | | | _____ | |

4. The teacher provides service to the profession, the division, and the community.

Evidence:

| Exemplary | Proficient | Needs Improvement | Unacceptable | Source | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------|--------------------------|
| (3) | (2) | (1) | (0) | Observation | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Portfolio | <input type="checkbox"/> |
| | | | | Other: | <input type="checkbox"/> |
| | | | | _____ | |

Recommendations:

Commendations:

Signatures

Administrator

Date

Teacher

Date

Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be attached. If comments are attached, initial and date here.

MID-YEAR REPORT FOR TEACHERS

To be completed by December 15 of each year

EVALUATEE _____

EVALUATOR _____

POSITION _____

SCHOOL/LOCATION _____

YEAR _____ CONTRACT STATUS _____

DATE _____

Dates of Observation(s)

Dates of Conferences

Effective Performance at this time _____ Needs Improvement as indicated below _____

OBJECTIVES REQUIRED

Resource Personnel Assistance Indicated:

☐ Yes

☐ No

COMMENTS/RECOMMENDATIONS

SIGNATURES:

TEACHER: _____

DATE: _____

EVALUATOR: _____

DATE: _____



HENRY COUNTY PUBLIC SCHOOLS **Teacher Performance Evaluation** **Summative**

Name: _____ School: _____ Year: _____

| | Exemplary (3) | Proficient(2) | Needs Improvement (1) | Unacceptable (0) | Rating |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------|
| Performance Standard 1:Planning and Assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Performance Standard 2:Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Performance Standard 3:Safety and Learning Environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Performance Standard 4:Communication and Community Relations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Performance Standard 5:Professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Average Rating | | | | | _____ |

Dates of Observations and Conferences: List dates of observations and of conferences of the teacher on which the evaluation is based and for which notes are on file in the school.

Formal Observation

Informal Observation

Conferences

Commendations: _____

☐ Teacher recommended for the next school year. ☐ Teacher not recommended for the next school year.

Evaluatee: _____

Date: _____

Evaluator: _____

Date: _____