

HENRY COUNTY PUBLIC SCHOOLS

Teacher Performance Evaluation Formative

Nan	me: School:				Year:		
PEI	RFORMANCE STANDARD 1: PLANNING AN	ND ASSES	SMENT				
Performance Standard Indicators 1. The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum guides. Evidence:		Exemplary (3)	Proficient (2)	Needs Improvement	Unacceptable (0)	Source Observation Portfolio Other:	
Evide	ence:						
2.	The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.	Exemplary (3)	Proficient (2)	Needs Improvement (1)	Unacceptable (0)	Source Observation Portfolio Other:	
		 					
3.	The teacher diagnoses individual group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.		Proficient (2)	Needs Improvement	Unacceptable (0)	Source Observation Portfolio Other:	
Evide	ince:						
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.	Exemplary (3)	Proficient (2)	Needs Improvement	Unacceptable (0)	Source Observation Portfolio Other:	
Evide	ence:						
_	T					Source	
5.	The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.	(3)	Proficient (2)	Needs Improvement	Unacceptable (0)	Observation Portfolio Other:	
CAIG	snce:	1					ļ

PERFORMANCE STANDARD 2: INSTRUCTION

Per	formance Standard Indicators					Source	
1.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline	Exemplary	Proficient	Needs Improvement	Unacceptable	Observation Portfolio	
	he or she teaches and creates learning experiences that make the subject matter meaningful for all students.	(3)	(2)	(1) 	(0) 	Other:	
Evide	ence:						
						Source	
2.	The teacher understands how students differ in their approaches to learning and is able to	Exemplary	Proficient	Needs Improvement	Unacceptable	Observation Portfolio	
	differentiate instruction to meet diverse student needs.	(3)	(2)	(1)	(0)	Other:	
Evide	ence:						
						Source	
3.	The teacher uses comprehensive materials, technology, and resources that promote the	Exemplary	Proficient	Needs Improvement	Unacceptable	Observation Portfolio	
	development of critical thinking, problem solving, and performance skills.	(3)	(2)	(1)	(0)	Other:	
Evide	ence:					_	
						Source	
4.	The teacher selects, evaluates, and refines a variety of teaching methods and instructional	Exemplary	Proficient	Needs Improvement	Unacceptable	Observation Portfolio	
	strategies for the active engagement of students and improvement of student learning.	(3)	(2)	(1)	(0) 	Other:	
Evide	ence:						

PERFORMANCE STANDARD 3: SAFETY AND LEARNING ENVIRONMENT

Perf	ormance Standard Indicators					Source	
1.	The teacher actively implements a discipline	Exemplary	Proficient		Unacceptable	Observation	
	policy that fosters a safe and positive			Improvement		Portfolio	
	environment for students and staff.	(3)	(2)	(1)	(0)	Other:	
Evide	nce:						
2							
						Source	
2.	The teacher manages classroom procedures to	Exemplary	Proficient	Needs Improvement	Unacceptable	Observation	
	maximize academic learning time.			improvement		Portfolio	
Evide		(3)	(2)	(1)	(0) 	Other:	
Evide	ice.						
		L					
						Source	
3.	The teacher establishes and maintains rapport	Exemplary	y Proficient	t Needs Improvement	Unacceptable	Observation	
	with students.			improvement		Portfolio	
Evide	nce.	(3)	(2)	(1)	(0)	Other:	
Evide	icc.		U				
						•	
	The second control of the second seco	Evennlen	Proficient	Needs	Unacceptable	Source Observation	
4.	The teacher creates a supportive learning environment for all students that encourages	Exemplary	Fioncien	Improvement	Onacceptable	Portfolio	
	social interaction, active engagement in			•			
	learning, and self-motivation.	(3)	(2)	(1)	(0) 	Other:	
						 —	
Evide	nce:						

PERFORMANCE STANDARD 5: PROFESSIONALISM

1. The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions. Evidence: Colored Colore	Performance Standard Indicators						urce	
Evidence: Source Source	1.	• · · · · · · · · · · · · · · · · · · ·	Exemplary	Proficient		Unacceptable	Observation	
Evidence: Cource		• • • • • • • • • • • • • • • • • • • •			Improvement		Portfolio	
Evidence: 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: Source Exemplary Proficient Needs Unacceptable Other: Other:		interactions.	(3)	(2)	(1)	(0)	Other:	
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 Portfolio Other:	Evider	nce:						
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 Portfolio Other:							Source	
professional development that results in the enhancement of student learning. Evidence: Cource Counce C	2.	The teacher takes responsibility for and participates	Exemplary	Proficient	Needs			
enhancement of student learning. Evidence: Source Source Exemplary Proficient Needs Improvement Portfolio Cother: Source Exemplary Proficient Needs Unacceptable Improvement Cother: Source Exemplary Proficient Needs Unacceptable Improvement Cother: Source Exemplary Proficient Needs Unacceptable Improvement Cother: Source Source Exemplary Proficient Needs Unacceptable Improvement Cother: Source Source Source Source Source Improvement Cother: Source Source Improvement Needs Unacceptable Improvement Cother: Observation Cother: Source Source Source Improvement Needs Unacceptable Improvement Cother: Observation Cother: Other:		in a meaningful and continuous process of			Improvement		Portfolio	
Evidence: Source		•	(3)	(2)	(1)	(0)	Other:	
3. The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning. Evidence: Source		enhancement of student learning.			Ŭ	Ĭ		
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 Unacceptable Portfolio Other:	Evider	nce:						
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 Unacceptable Portfolio Other:								
manner with peers, school personnel, and the community to promote and support student learning. Evidence: Improvement	•		F	DesCalant	M. J.			
Evidence: Source Source	3.		Exemplary	Prolicient		Опассернаые		
Evidence: Source 4. The teacher provides service to the profession, the division, and the community. Exemplary Proficient Needs Unacceptable Improvement Portfolio Portfolio Other:								
4. The teacher provides service to the profession, the division, and the community. Source Exemplary Proficient Needs Unacceptable Observation Portfolio		community to promote and support student learning.	(3)	(2)	(1)	(0)	Other:	
4. The teacher provides service to the profession, the division, and the community. Exemplary Proficient Needs Unacceptable Improvement Portfolio Other:	Evider	nce:		Ш	LJ			
4. The teacher provides service to the profession, the division, and the community. Exemplary Proficient Needs Unacceptable Improvement Portfolio Other:								
division, and the community. Improvement Portfolio Other:							Source	
(3) (2) (1) (0) Other:	4.	The teacher provides service to the profession, the	Exemplary	Proficient		Unacceptable	Observation	
					Improvement		Portfolio	
			(3)	(2)	(1)	(0)	Other:	
	Evider	nce:		Ĭ	Ĭ	Ŭ	 	

Recommendations:		
Commendations:		
Signatures		
		Signature acknowledges receipt of form,
Administrator	Date	not necessarily concurrence. Written comments may be attached. If comments are attached, initial and date here.
Teacher	Date	,

MID-YEAR REPORT FOR TEACHERS

To be completed by December 15 of each year

EVALUATEE	EVALUAT	OR				
POSITION	SCHOOL/I	OCATION _				
POSITION YEAR CONTRACT Dates of Observation(s Effective Performance at this DBJECTIVES REQUIRED Resource Personnel Assistance COMMENTS/RECOMMEN EGGNATURES: TEACHER:						
Dates of Observation(s	s)	Dat				
						
Effective Performance at this	s timeNee	ds Improvemen	t as indicated belov	v		
OBJECTIVES REQUIRED						
Resource Personnel Assistan	ce Indicated:	☐ Yes	□ No			
COMMENTS/RECOMMEN	IDATIONS					
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)	Rat
Performance Standard 1:P	lanning and Assessment					
Performance Standard 2:In	nstruction					
Performance Standard 3:S Environment	afety and Learning					
Performance Standard 4:C Community Relations	Communication and					
Performance Standard 5:P	rofessionalism					
Average Ratin	ng					
Dates of Observations and Co evaluation is based and for wl			conferences	of the teache	r on which th	.e
Formal Observation	n Informal	Observation		Conf	erences	
			- - -			
Commendations:						
Teacher recommende	ed for the next school year.	Teacher no	t recommend	ded for the ne	xt school yea	r.
Evaluatee:		Date: _				_
Evaluator:		Date:				