



Montgomery County Public Schools

Certified Employee Evaluation Handbook

2021-2022

Revised August 2021

Acknowledgments

The Montgomery County School Board
Dr. Mark L. Mear, Superintendent
Annie Whitaker, Deputy Superintendent

Equal Employment Opportunity

The Montgomery County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention, and other personnel action affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, sexual orientation, political affiliation, gender, pregnancy, childbirth or related medical condition, age, marital status, disability, or status as a special disabled veteran is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation, when necessary. See [Montgomery County School Board Policy 5-1.1](#) for additional information.

All cases of suspected discrimination should be reported immediately to:

Director of Human Resources
Montgomery County Public Schools
750 Imperial Street
Christiansburg, VA 24073
(540) 382-5100 Ext. 1067

Employees who desire to complain that they have been discriminated against in violation of this policy may use the complaint procedure found in [Montgomery County School Board Policy 5-1.2](#).

Contents

Part 1: Introduction	1
About this Document	1
School Board Policy	1
Why Good Evaluation is Necessary	1
Purposes of Evaluation	2
Virginia Requirements	2
Part 2: Performance Standards for Teachers	4
Defining Teacher Performance Standards	4
Performance Standards	4
Performance Indicators and Sample Rubrics	5
Part 3: Documenting and Evaluating Teacher Performance	13
Formal and Informal Observations	13
Portfolios	13
Standard 7 Goal Setting	13
Summative Evaluation	15
Summative Rating System	16
Appendix A – Standard 7 Goal Setting Form	19
Appendix B – Teacher Summative Evaluation Form	21
Appendix C – Performance Plan of Improvement Form	27
Appendix D – Teacher Evaluation Schedule	29

Part 1: Introduction

About this Document

This handbook describes the evaluation process for all teacher-scale employees and provides guidance for administrators responsible for evaluating these employees. It has been adapted from the Virginia Department of Education's [*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*](#).

School Board Policy

[Montgomery County School Board Policy 5-4.5](#) directs the School Board to develop a teacher evaluation procedure for use by the division superintendent and other administrators for evaluating instructional personnel that is consistent with the performance objectives set forth in the Board of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers Superintendents. The procedure shall address (1) student academic progress and (2) the skills and knowledge of such personnel, including instructional methodology, classroom management, and subject matter knowledge. The teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. The evaluations shall also include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Principals shall receive training in the evaluation and documentation of employee performance as required by the Standards of Quality.

Why Good Evaluation is Necessary

Teacher evaluation matters because teaching matters. In fact, "the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day."¹ The quality of an education system cannot exceed the quality of its teachers. The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the teachers with the support, recognition, and guidance they need to sustain and improve their efforts.

Because teachers are so fundamentally important to school improvement and student success, improving the evaluation of teacher performance is particularly relevant as a means to recognize excellence in teaching and to advance teacher effectiveness. A meaningful evaluation focuses on instructional quality and professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent teaching.

¹ Stronge, J. H. (Ed.). (2006). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed., p. 1). Thousand Oaks, CA: Corwin Press.

Purposes of Evaluation

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

- contribute to the successful achievement of the goals and objectives defined in the school division's educational plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth.

A high-quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;
- a focus on the relationship between teacher performance and improved student learning and growth;
- a system for documenting teacher performance based on multiple data sources regarding teacher performance;
- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and
- a support system for providing assistance when needed.

Virginia Requirements

The Virginia Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

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

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

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

- ...C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

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

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented “as is” or used to refine existing local teacher evaluation systems.

As prescribed by the *Code of Virginia*, each teacher must receive a summative evaluation rating. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

Part 2: Performance Standards for Teachers

The uniform performance standards for teachers are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Teacher Performance Standards

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

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

Performance Standards

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

Performance Standard 1: Professional Knowledge
<i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>
Performance Standard 2: Instructional Planning
<i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</i>
Performance Standard 3: Instructional Delivery
<i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>
Performance Standard 4: Assessment of and for Student Learning
<i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i>

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 and Sample Rubrics

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

A sample performance rubric follows each set of performance indicators to provide a behavioral summary scale describing acceptable performance levels for each 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. 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 practices.

Evaluators and teachers should consult the sample performance indicators and rubrics for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level but the performance standard level. Additionally, it is***

important to document a teacher’s performance on each standard with evidence generated from multiple performance indicators. Please note:

- *The rating of “proficient” is the expected level of performance.*
- *Teachers who are exemplary often serve as role models and/or teacher leaders.*

Sample performance indicators and rubrics for each of the seven performance standards follow.

Performance Standard 1: Professional Knowledge			
<i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>			
Sample Performance Indicators			
<i>Examples of teacher work conducted in the performance of the standard may include, but are not limited to:</i>			
1.1 Effectively addresses appropriate curriculum standards.			
1.2 Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.			
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.			
1.4 Demonstrates an accurate knowledge of the subject matter.			
1.5 Demonstrates skills relevant to the subject area(s) taught.			
1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.			
1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.			
1.8 Communicates clearly and checks for understanding.			
Sample Performance Rubric			
Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

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

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 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.

Sample Performance Rubric

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
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.	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.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

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

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 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.

Sample Performance Rubric

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
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.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

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

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 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.

Sample Performance Rubric

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
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.	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/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.

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

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 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.

Sample Performance Rubric

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
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.

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

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 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 and division 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.

Sample Performance Rubric

Exemplary*	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
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.	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.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

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

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning 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 progress data when available as well as other multiple measures of student academic progress.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Sample Performance Rubric

Exemplary	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	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.	The work of the teacher does not achieve acceptable student academic progress.

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

Note on 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.

Part 3: Documenting and Evaluating Teacher Performance

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources support the development of a comprehensive and authentic “performance portrait” of the teacher’s work and allow evaluators to provide accurate feedback on teacher performance.

Formal and Informal Observations

Formal observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards and may include a review of teacher products or artifacts and student data. Informal observations are intended to provide more frequent information on the wide variety of contributions made by the teacher in the classroom and 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. Evaluators are expected to observe teachers on multiple occasions and in various settings throughout the year, including scheduled and unannounced observations.

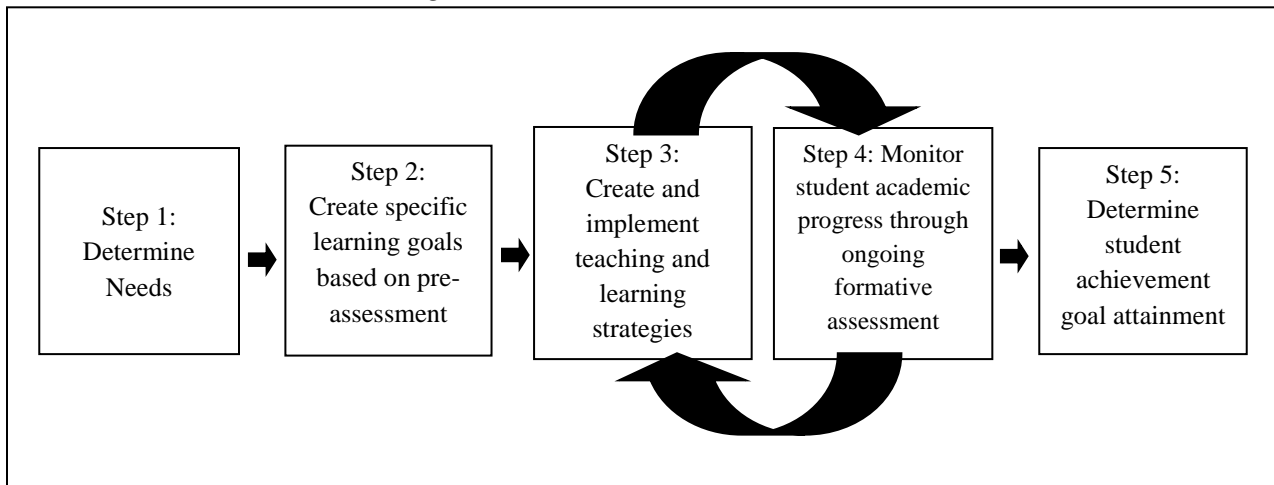
Portfolios

Portfolios provide documentation generated by the teacher for the seven performance standards. Although maintaining a portfolio is not required, a teacher may find that organizing a portfolio to document their efforts supports their professional learning. Portfolio contents are chosen by the employee and should be organized to reflect the Performance Standards.

Standard 7 Goal Setting

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. The following figure depicts these steps.

Student Achievement Goal Setting Process



Each teacher, using the results of an initial assessment, sets an annual goal for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and *the measurable difference*.

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

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

In addition to teacher-generated measures of student performance gains, administrators may conduct schoolwide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

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

Developing SMART Goals

S pecific:	The goal is focused, for example, by content area, by learners' needs.
M easurable:	An appropriate instrument/measure is selected to assess the goal.
A ppropriate:	The goal is within the teacher's control to effect change.
R ealistic:	The goal is feasible for the teacher.
T ime-limited:	The goal is contained within a single school year.

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 by the established due date. The Standard 7 Goal Setting form can be found in Appendix A.

Summative Evaluation

Assessment of performance quality occurs at the summative evaluation stage, at the end of the evaluation cycle. Ratings for each performance standard are developed using the Performance Indicators and Sample Rubrics. Ratings are based on multiple sources of information that provide evidence of teacher performance, including, but not limited to, formal and informal observation summaries, Standard 7 goal summaries, and a portfolio, if submitted. The summative evaluation process for annual and continuing teacher contracts is shown below. The evaluation schedule is included in Appendix D.

Annual Contract

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

Continuing Contract

- Employees who are issued a continuing contract will have a minimum of one formal observation, which may include their Summative Evaluation (Appendix B), every year.

- The summative evaluation shall be completed prior to the last teacher workday of the year. Additional conferences and observations may be conducted as determined by the evaluator.

Summative Rating System

In keeping with the Virginia Department of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, MCPS uses a four-level scale to describe how well the standards are performed on a continuum from “exemplary” to “does not meet standard.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “exemplary” and “proficient”) while providing two levels of feedback for teachers not meeting expectations (i.e., “developing/needs improvement” and “does not meet standard”). The definitions below provide general descriptions of the ratings. PLEASE NOTE: Ratings are applied to the seven teacher performance standards, not to performance indicators.

Rating Scale

Category	Description	Definition
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Ineffective performance: <ul style="list-style-type: none"> • 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

Does Not Meet Standard	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Poor-quality performance: <ul style="list-style-type: none"> • 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
-------------------------------	---	--

A rating of “Developing/Needs Improvement” in Standard 7, or a rating of “Developing/Needs Improvement” in two or more other standards, may result in the employee being placed on a Performance Improvement Plan (Appendix C) if they are recommended for continued employment.

A rating of “Does Not Meet Standard” in one or more of the performance standards will result in the employee being placed on a Performance Improvement Plan (Appendix C) if they are recommended for continued employment.

Following the recommendations of the Virginia Department of Education, the Teacher Performance Standards are weighted as follows:

Teacher Performance Standard	Weight
Standard 1	1.5 (15%)
Standard 2	1.5 (15%)
Standard 3	1.5 (15%)
Standard 4	1.5 (15%)
Standard 5	1.5 (15%)
Standard 6	1.0 (10%)
Standard 7	1.5 (15%)

The steps for calculating summative ratings, along with an example, are shown below.

Calculating Summative Ratings

1. Apply the numbers 1 through 4 to each standard, as follows:
 - Exemplary = 4
 - Proficient = 3
 - Developing/Needs Improvement = 2
 - Unacceptable = 1
2. Calculate the weighted contribution of each standard to the summative evaluation.
3. Add the weighted contributions to determine the summative rating.

Example Weighted Calculation for Teacher Summative Ratings

Teacher Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Exemplary	4	1.5	6
Standard 2	Proficient	3	1.5	4.5
Standard 3	Proficient	3	1.5	4.5
Standard 4	Proficient	3	1.5	4.5
Standard 5	Proficient	3	1.5	4.5
Standard 6	Exemplary	4	1	4
Standard 7	Exemplary	4	1.5	6
Summative Rating				34

The evaluator will determine the summative evaluation as follows:

	Exemplary	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Does Not Meet Standard
Summative Rating	36-40	29-35	24-28	Less than 24



Montgomery County
Public Schools

Appendix A – Standard 7 Goal Setting Form

GOAL SETTING FORM - STANDARD 7

(This is an optional form that may be used during the required annual goal-setting process.)

Employee Name _____
Last First MI

Location _____

Assignment _____

Date _____

Supervisor _____
Name Title

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

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

Menu of evaluation options:

- 3) **Optional mid-year review:**

Requestor (circle) Evaluator or Employee **Mid-year review date:** _____

Supervisor Signature Date

Employee Signature Date



Montgomery County
Public Schools

Appendix B – Teacher Summative Evaluation Form

MCPS TEACHER SUMMATIVE EVALUATION FORM

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

Teacher's Name _____ School Year(s) _____
 Grade/Subject _____ School _____

Contract Status Annual Contract Continuing Contract

<p>1. Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ <i>Needs Improvement</i> <input type="checkbox"/> Does Not Meet <i>Standard</i></p>
<p>1.1 Effectively addresses appropriate curriculum standards. 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. 1.4 Demonstrates an accurate knowledge of the subject area(s) taught. 1.5 Demonstrates skills relevant to the subject area(s) taught. 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject. 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. 1.8 Communicates clearly and checks for understanding</p> <p><i>Comments:</i></p>	

<p>2. Instructional Planning <i>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ <i>Needs Improvement</i> <input type="checkbox"/> Does Not Meet <i>Standard</i></p>
<p>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</p> <p><i>Comments:</i></p>	

<p>3. Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ Needs Improvement <input type="checkbox"/> Does Not Meet Standard</p>
<p>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</p> <p><i>Comments:</i></p>	

<p>4. Assessment of/for Student Learning <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ Needs Improvement <input type="checkbox"/> Does Not Meet Standard</p>
<p>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</p> <p><i>Comments:</i></p>	

<p>5. Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>	<p>Rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ Needs Improvement <input type="checkbox"/> Does Not Meet Standard
<p>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</p> <p><i>Comments:</i></p>	

<p>6. Professionalism <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p>	<p>Rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ Needs Improvement <input type="checkbox"/> Does Not Meet Standard
<p>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. Promotes cultural sensitivity 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</p> <p><i>Comments:</i></p>	

<p>7. Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>	<p>Rating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing/ Needs Improvement <input type="checkbox"/> Does Not Meet Standard
<p>7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning 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 progress data 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</p> <p><i>Comments:</i></p>	

Evaluation Summary:

- Exemplary (36-40)**
- Proficient (29-35)**
- Developing/Needs Improvement (24-38)** (*must be placed on Performance Plan of Improvement*)
- Does Not Meet Standard (less than 24)** (*must be placed on Performance Plan of Improvement*)
- Recommended for placement on a *Performance Plan of Improvement***

Commendations:

Areas Noted for Improvement:

Teacher Growth Goals:

Evaluator's Name

Teacher's Name

Evaluator's Signature

Teacher's Signature*

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

Date

Date

Site Administrator's Name

Site Administrator's Signature

Date



Montgomery County
Public Schools

Appendix C – Performance Plan of Improvement Form

Montgomery County Public Schools

Performance Plan of Improvement

Employee:				Start Date:	
Work Location:				Completion Date:	
Position:				Primary Evaluator:	
Standard	Actions to be taken by Employee	Assistance to be provided	Description of successful completion	Conference Date	Remarks
<p>Progress on this improvement plan will be determined by evidence and other documentation provided by the employee and/or observed by the evaluator or his/her designee.</p>					
Employee Signature:			Date:		
Evaluator Signature:			Date:		



Montgomery County
Public Schools

Appendix D – Teacher Evaluation Schedule

MCPS TEACHER EVALUATION SCHEDULE

2021-2022 SY					
Certified Contract Type	Number of Informal Observations	Number of Formal Observations	Due Dates	Must be completed between	Number of Summative Evaluations**
AN1*	2 – Semester I 2 – Semester II	Two	Semester I – Nov. 3 Semester II – May 1	August 30 – May 1	One
ROY and Part-Time *	2 – Semester I 2 – Semester II	One	Formal Observations for ROY/Part-Time, AN2 and AN3 employees should be completed by November 3 to allow for needed assistance during the remainder of the school year.	August 30 – November 3	One
AN2*	2 – Semester I 2 – Semester II	One		August 30 – November 3	One
AN3*	2 – Semester I 2 – Semester II	One		August 30 – November 3	One
Continuing Contract*	2 – Semester I 2 – Semester II	One		August 30 – May 1	One
<p><i>*Teachers who teach 4-year-olds in the VPI preschool program receive two (2) formal evaluations as required by state guidelines.</i></p> <p><i>**Teacher conferences for summative evaluations must be held by the teacher's last workday.</i></p>					