

Teacher Performance Appraisal *Tenured Teacher Summary*

An Emphasis on Growth

The Albemarle County Public Schools Teacher Performance Appraisal is a **growth based model** designed to meet the needs of teachers in Albemarle County Public Schools. This model attempts to provide more opportunities to elevate the discussion regarding best practices in education as well as the needs of the individual teacher in the professional development process.

Vision

The Albemarle County Public Schools Teacher Performance Appraisal provides a systematic structure to build and ensure a culture of professional learners committed to meeting the educational needs of all students.

Core Beliefs

1. Teachers have a profound impact on student achievement.
2. Professional growth is essential to developing and maintaining content knowledge, pedagogical knowledge and skills, and the knowledge and skills needed to integrate technology into teaching and learning.
3. Professional relationships enhance commitment to continuous school improvement and professional growth.

Organization

The TPA is organized around 7 **performance standards**. Each of these standards has **rubrics** that are separated into categories labeled **applies, integrates, and innovates**. It is important to note that **all three of these levels** are considered **meeting standards** in Albemarle County Public Schools. Two additional categories labeled **unacceptable** and **developing/needs improvement** represent levels that are **not meeting standards** in Albemarle County Public Schools.

The 7 TPA Performance Standards

1. Knowledge of Students
2. Knowledge of Content & Planning
3. Instructional Delivery
4. Safe, Effective Learning Environment
5. Communication & Collaboration
6. Professionalism
7. Assessment of Learning & Student Academic Progress

*Note: Please consult the rubrics to review the **performance standards and sample performance indicators**.*

Key Activities

The TPA will include but is not limited to the following activities:

- Teacher Self-Assessment and/or Reflection
- Goal Setting and Progress Meetings
- Learning Walks and Trend Meetings
- Full Period Observations and Related Meetings
- Student Surveys (Recertification Year)
- Five Year Cycle Professional Presentation Option
- Final Appraisal Completed in Year 3 of the Three Year Cycle

Note: This plan will involve all tenured teachers. A parallel plan will address the growth and evaluation of non-tenured personnel.

Teacher Self-Assessment and Reflection

- Teachers rate themselves as applies, integrates, or innovates as it relates to best practice in the performance standards. A new self-assessment is completed in year 1 and year 4 with year 5 being the recertification year.
- These self-assessments are used to discuss an individualized professional development plan that the teacher and the supervisor will agree to implement. The self-assessment **does not** become a part of the teacher's personnel folder.

Goal Setting

- After the pre-school week presentation, the teacher should complete/review the self-assessment form. Teachers should use this form to develop a *Student Academic Progress* goal and a *Professional Growth* goal written in the SMART format. It is recommended that the *Student Academic Progress* goal be attainable during the current school year. The *Professional Growth* goal may evolve over the time until the next recertification year.
- What are **SMART Goals**? **SMART Goals** are those goals that are **S**trategic/Specific, **M**easurable, **A**ttainable, **R**esults-Oriented, and **T**ime-bound.
- The "focus" of the *Professional Growth* goal will be the evidence of how it affects student achievement. The following are examples of ways to document student learning:
 1. Course and/or unit pre-tests and post tests
 2. Surveys of students and/or parents
 3. Writing samples
 4. Performance/skill assessments (music et al)

- Administrators are asked to review goal progress for tenured teachers on at least two occasions during the school year. Some administrators may wish to begin the goal process for the following fall before the end of the current school year.

Learning Walks

What is a Learning Walk?

A Learning Walk is a researched-based tool that allows schools to improve student achievement, generate data on learning, focus school-improvement efforts, and begin discussions about improving classroom practices. The process gathers selected data in an effort to focus on reflective group analysis of curriculum alignment, levels of thinking, qualities of student work, and learner engagement.

1. A Learning Walk is a 4 minute snapshot of your class by your supervisor.
2. The goal will be for the administrator to get into each tenured teacher's classroom for at least 5 learning walks each semester.
3. The administrator will "look-for" specific areas of concern identified by the teacher's professional learning community and report back for reflection and the development of action plans that will improve student achievement.
4. The administrator will also record the context of the observation. Is it in the beginning, middle, or end of the class.? What is the general delivery system?
 - Whole class Instruction
 - Collaborative Models: Station, Parallel, Alternative, Teaming, One Teach/One Observe, One Teach/ One Assist

Focus Areas of Learning

The Curriculum

Has the objective been clearly communicated to learners?

Are students clear on what they will know, understand, and be able to do as a result of this lesson?

Is the objective aligned to grade-level standards?

What is the predominant thinking level in the classroom?

- Low – Remembering/Understanding
- Middle – Applying/Analyzing
- High – Evaluating/Creating

The Lesson

What strategies are impacting learning?

How are the students involved in assessment?

The Students

Does the environment promote learning?

Is there evidence of differentiation?

Is there evidence of respect and caring?
Is there evidence of social interaction, active engagement, and self-motivation?
Is there evidence of a positive learning environment?

The Work

Does the student work incorporate engaging qualities?

- Personal Response
- Clear/Modeled Expectations
- Emotional/Intellectual Safety
- Affiliation (Learning with Others)
- Affirmation (Sense of Audience)
- Choice
- Novelty and Variety
- Authenticity

What is the engagement level of the classroom?

- Engaged
- On-Task
- Off-Task

Key Elements of the Framework for Quality Learning

Are the key elements of the Framework for Quality Learning clear to the students?

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Full Period Observations and Related Meetings

During the second semester, tenured teachers or their supervising administrator may opt to include a full-period observation in addition to the minimum five Learning Walks. The full period observation would include a pre-observation meeting to review the lesson plan and a post-observation meeting to review the class observed.

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). In most pre-kindergarten through grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.

Student surveys are unique in that, although they may be required for most teachers, teachers will retain exclusive access to the results of the surveys regarding his or her performance. Non-tenured teachers should administer annual student surveys each year in their first three years of employment in the Division. The surveys will be administered during the second nine weeks each year. Student surveys will be administered once annually for non-tenured teachers during Q2 of Years 1, 2, and 3. Tenured teachers should administer them during Q2 of their recertification year.

Professional Presentations

At some point during the recertification cycle, teachers will do one or more of the following as agreed upon with the supervisor: (to be documented on the final appraisal form)

1. Work Sample review (see *Guidelines for Work Sample Elements*) with the supervisor
2. Professional Presentation to colleagues (see *Guidelines for a Professional Presentation*) aligned with the Framework for Quality Learning.
3. Conference Presentation aligned with the Framework for Quality Learning
4. Published article aligned with the Framework for Quality Learning

Timelines

Years 1 & 2 of the Three Year Appraisal Timeline for Tenured Teachers

When?	What?	Resources?
August - By the last school day in August	Understanding the Teacher Performance Appraisal	<ul style="list-style-type: none"> • Overview of the TPA • Performance Standards and Indicators • Performance Rubrics • Developing Professional / SMART Goals • Documenting and Analyzing Student Learning • Learning Walks Overview • Learning Walks Tool • 5 Year Recertification Cycle • Executive Summary • *3-year Professional Digital Portfolio Development
September – By the last day in September	Self-Assessment, Reflection, and Goal Setting	<ul style="list-style-type: none"> • Teacher Self-Assessment (A4) or Teacher Self-Assessment Summary (A5) • Teachers Goals (B2) or Goal Progress Review (B3) or Student Academic Progress Goal Development Worksheet (B4)
October to January - During Q2	Student Surveys Administered during Q2 for Teachers During their Recertification Year	<ul style="list-style-type: none"> • Student Surveys
January - By the end of the first semester	Five Learning Walks Recorded	<ul style="list-style-type: none"> • Learning Walks Overview • Learning Walks Tool • Evaluation Grid
March – By the end of the	Suggested Checkpoint	<ul style="list-style-type: none"> • Learning Walks Data Trend

second full week of school in March		<p>Summary, Optional (C6)</p> <ul style="list-style-type: none"> • Teacher Goals (B2) or Goal Progress Review (B3) or Student Academic Progress Goal Development Worksheet (B4) • Performance Improvement Plan (C11)
May – By the first school day of May	<p>Five Learning Walks Recorded</p> <p>Teacher or administrator may choose to do a formal observation with a pre- and post-conference meeting.</p>	<ul style="list-style-type: none"> • Learning Walks Overview • Learning Walks Tool • Performance Data Collection Checklist (C7) or Performance Data Collection Narrative (C8) • Evaluation Grid
June – By the last work day	Checkpoint and Goal Review	<ul style="list-style-type: none"> • Learning Walks Data Trend Summary, Optional (C6) • Teacher Goals (B2) or Goal Progress Review (B3) or Student Academic Progress Goal Development Worksheet (B4)

During Year 3, Tenured Teachers follow the 1-year timeline for Tenured Teachers in the 3rd Year of their Three Year Appraisal Cycle below.

Summary of Minimum Requirements for Tenured Teachers in the 3rd Year of their Three Year Appraisal Cycle

When?	What?	Resources
By the last school day in August	Group meeting to review plan	<p>Overview of the TPA</p> <p>Performance Standards and Indicators</p> <p>Performance Rubrics</p> <p>External Professional Standards</p> <p>Developing SMART Goals</p> <p>Documenting and Analyzing Student Learning</p> <p>Learning Walks Overview</p> <p>Learning Walks Tool</p>
	Tenured Only	<p>5-Year Recertification Cycle</p> <p>TPA Timeline - Tenured</p> <p>Executive Summary - Tenured</p>

By the last school day in September	a. Self assessment and goal setting	A4-Teacher Self Assessment <i>OR</i> A5-Teacher Self Assessment Summary (Years 1 & 4)
	b. Goal setting and reflection	B2-Teacher Goals <i>OR</i> B3-Goal Progress Review <i>OR</i> B4- Student Academic Progress Goal Development Worksheet Guidelines for Work Sample Elements Guidelines for a Professional Presentation *Guidelines for Professional Digital Portfolio (NEW in 2013)
During Q2 of recertification year	Administer Student Surveys	Student Surveys
By the end of First Semester	Five Learning Walks must be complete	Learning Walks Overview Learning Walks Tool Evaluation Grid
By the end of the second full week of school in March	Suggested Checkpoint a. Learning Walk trend data shared with teachers.	C6-Learning Walk Data Trend Summary (optional)
	b. Goal progress is reviewed	B2-Teacher Goals <i>OR</i> B3-Goal Progress Review
By the first school day of May	Five Learning Walks must be complete. Teacher or administrator may choose to do a formal evaluation with a pre and post conference meeting. If that choice is made, it does not preclude the administrator from continuing to do Learning Walks.	Learning Walks Overview Learning Walks Tool C7-Performance Data Collection Form Checklist <i>OR</i> C8-Performance Data Collection Form Narrative Evaluation Grid
By the first school day of June	a. Learning Walk review	Learning Walks Overview Learning Walks Tool C6-Learning Walk Data Trend Summary (optional)
	b. Goal review	B2-Teacher Goals <i>OR</i> B3-Goal Progress Review
	c. Professional presentation choice review	Guidelines for a Professional Presentation
	d. Final performance	C9-Final Performance Appraisal
By June 15th	Notice of Non-Renewal	Completed by HR, if applicable

***NOTE:** As part of the tenure process for non-tenured teachers and as part of the final (three-year) evaluation process for tenured teachers, ACPS will be developing a digital portfolio requirement based on the TPA standards and indicators.

- Teachers receiving full evaluations in 2014 will not be required to submit a digital portfolio. Volunteers will be sought for a pilot group.

- Teachers receiving full evaluations in 2015 will not be required to submit a digital portfolio. Volunteers will be sought for a pilot group.
- Teachers to be tenured or to receive a full (three-year) evaluation in 2016 and forward will be required to submit a digital portfolio as part of the process.

By the last school day in August

Review plan with teachers.

Note: Teachers have a choice of using form A4 or A5 for the self-assessment. It is up to the teacher as to the extent of the sharing with the administrator. The minimum requirement would be the two areas that the goals may be based upon. Goals should be documented on form B2 or B3.

By the last school day in September

Teachers in years 1 & 4 complete self-assessment and have goal setting/professional development conference with principal or designee. Teachers in years 2, 3, or 5 may continue to reflect on previous self-assessment and formulate SMART goals. A discussion of syllabus, pacing guides and/or curriculum map(s) occurs at this meeting.

By End of 1st Semester

If a Performance Improvement Plan is necessary, it should in place by the first school day of December. The administrator should contact the Assistant Director of Educator Quality in advance of that day. At least 5 Learning Walks should be conducted and Trend data may be discussed. Student surveys should be administered once during Q2 of the teacher's recertification year.

Note: When reviewing the trend data, that meeting may be combined with the one mentioned in the March details. Half of the meeting would address trend data and half would address goal progress. Goal progress may is noted on form B2 or B3.

By the end of the second full week of March

Tenured Teachers discuss progress toward goals and trend data as appropriate with principal or designee.

By the first school day of May

At least 5 Learning Walks and a trend data conversation takes place. A formal observation with pre- and post-conference may be added by teacher or administrator request.

Note: Use tool B2 or B3 for goal summary. If a formal observation is chosen, use form C7 or C8. Administrators should use phrases from the rubrics in the evidence space.

By the first school day of June

Final appraisal is completed and sent to Human Resources. Discussion includes progress towards goals and goals for the coming year. Trend data is discussed where appropriate. Administrators should be aware of the professional presentation plan chosen by the teacher and a note should be made on the final appraisal form.

Note: It is acceptable to have one meeting between the first school day of May and the first school day of June where the agenda may be as follows:

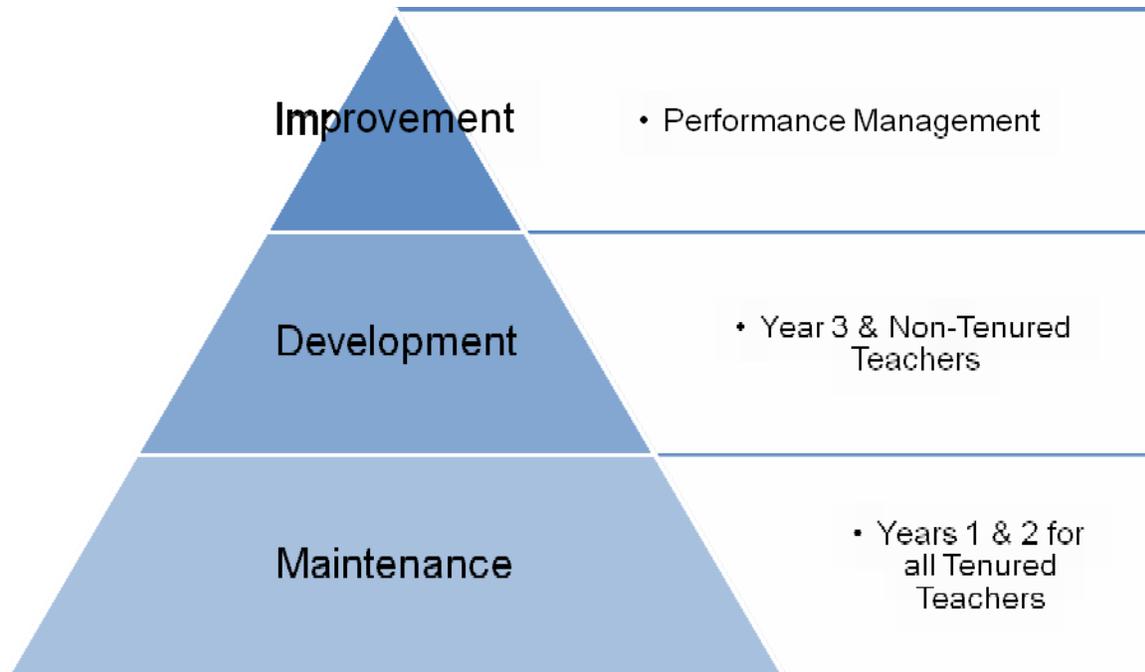
- Trend data
- Goal Review(B2 or B3)
- Final Performance (C9) ***This form must be submitted to HR by the first school day of June***

Five Year Cycle for Continuing Contract Teachers

Five-Year Recertification Cycle for Continuing Contract Teachers		
Year of Certification	TPA Expectations	
Year 1	Self-assessment Goal setting	<p>Minimum Annual Expectations:</p> <ul style="list-style-type: none"> • 5 Learning Walks per semester • Two trend data meetings per year, at least one by the end of the second full week in March • Update professional development activities annually • Collection of evidence for digital portfolio • Full period observation with pre-observation and post-observation conference, <i>if desired by the teacher or administrator</i> <p>Note: If Year 3 of the <i>Three Year Appraisal Cycle</i>, activities will also include the following:</p> <ul style="list-style-type: none"> • Final performance appraisal to include goal progress, reflection and self assessment by first school day of June (see <i>Three Year Appraisal Cycle</i>, next page)
Year 2	Reflection or self-assessment Goal setting	
Year 3	Reflection or self-assessment Goal setting	<p>Minimum Recertification Cycle Expectations:</p> <ul style="list-style-type: none"> • Meet all annual expectations • Complete review of documented professional development activities and recertification requirements (recommended to occur in the fall of Year 3) • Administer student surveys during Q2. <p>Note: If Year 3 of the <i>Three Year Appraisal Cycle</i>, activities will also include the following:</p> <ul style="list-style-type: none"> • Final performance appraisal to include goal progress,
Year 4	Self-assessment Goal setting	

<p>Year 5 Recertification Year</p>	<p>Reflection or self-assessment Goal setting Student surveys</p>	<p>reflection and self assessment by first school day of June (see <i>Three Year Appraisal Cycle</i>, next page)</p>
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<p>Three-Year Appraisal Process for Continuing Contract Teachers</p>	
<p>Year of Appraisal Cycle</p>	<p>TPA Expectations</p>
<p>Year 1 of Appraisal Cycle</p>	<ul style="list-style-type: none"> • Professional Learning Goal • Student Academic Progress Goal • Ten Learning Walks & Two Trend Meetings • Collection of Evidence for Portfolio • End-of-Year Communication
<p>Year 2 of Appraisal Cycle</p>	<ul style="list-style-type: none"> • Professional Learning Goal • Student Academic Progress Goal • Ten Learning Walks & Two Trend Meetings • Collection of Evidence for Portfolio • End-of-Year Communication
<p>Year 3 of Appraisal Cycle</p>	<ul style="list-style-type: none"> • Professional Learning Goal • Student Academic Progress Goal • Two Formal Observations <i>OR</i> • Ten Learning Walks & Two Trend Meetings • Mid-Year Checkpoint • End-of-Year Final Appraisal • Submission and Review of Portfolio



Annual Minimum expectations:

- 5 Learning Walks per semester
- Two trend data meeting per year, at least one by the end of the second full week in March
- Full period observation with pre-observation and post-observation conference, if desired by the teacher or administrator
- Final performance appraisal to include goal progress, reflection and self assessment by first school day of June in Year 3 of the *Three Year Appraisal Cycle*
- Update professional development activities annually

Minimum Recertification Cycle Expectations:

- Meet all annual expectations
- Complete review of documented professional development activities and recertification requirements (recommended to occur in the fall of Year 3)
- Administer student surveys during Q2 of recertification year.

Guidelines

Guidelines for Work Sample Elements Reflecting Relationships, Relevance, and Rigor

All work samples include the following elements:

1. **Framework for Quality Learning** sample unit
 - a. Select or develop a **Framework for Quality Learning** unit to support student learning
 - b. Teach the **Framework for Quality Learning** unit using:
 - i. Related learning plans
 - ii. Related pre-assessments, formative assessments, and summative assessments
 - c. Collect and analyze assessment results and document examples of assessment-based instructional decisions as well as examples of feedback to students
 - d. Construct a teacher reflection about the selected unit (what worked, what didn't, and how to improve)
2. Classroom profile for each class (addressing student readiness, interest and learning profile abilities and needs, your responses to these characteristics, and assessment of the effectiveness of your responses to affect student achievement)
3. Strategies for collaboration with colleagues and parents
4. Reflection and examples of work completed through the Professional Learning Community. This work may be the same as the **Framework for Quality Learning** sample unit
5. Use and development of common assessments, including collaboratively determining what is to be assessed
6. Use and development of personalized student learning plans
7. Other work samples reflecting *relationships*, *relevance*, and *rigor*.

Guidelines for a Professional Presentation

During each recertification cycle, continuing contract teachers may make a presentation to a group of colleagues as part of the Teacher Performance Appraisal process. The teacher will address selected domains sharing his/her best work and experiences in each.

The teacher is responsible for convening a committee to attend the presentation. The committee will include the supervising administrator, one teacher from the grade-level (elementary & middle) or department (high school), and one teacher from outside of the grade-level or department.

Guiding questions for the professional presentation are as follows:

Knowledge of Students

- How do you learn about your students?
- What kinds of things do you look for?
- Once you find out about these things, what do you do with the information?

Knowledge of Content & Planning

- How do you remain current in your content area?
- How do you use the enduring and essential understandings of your content area to develop lessons and units?
- How do you provide authentic learning opportunities for your students?
- How do you plan?
- How do you develop your curriculum map?
- What is the role of objectives in your instruction?
- What is your best unit plan?

Instructional Delivery

- How do you differentiate?
- What happens when students don't do well?
- What instructional strategies do you favor? Why?
- How do you integrate technology?

Safe, Effective Learning Environment

- What do you do to encourage classroom community?
- What are your behavioral expectations and how are they communicated?
- What are some of your classroom management plans that work?

Communication and Collaboration

- How do you communicate with parents?
- How do you collaborate with colleagues?

Professionalism

- What workshops/classes have you attended in the last certification period that you have found to be worthwhile?
- What books or articles have you read that have influenced your instruction?
- How has the TPA self-evaluation and goal-setting process influenced your instruction?
- How do you contribute to your school community?

Assessment of Learning & Student Academic Progress

- How do you incorporate assessment for learning strategies?
- How do you use performance tasks to measure essential standards?