Teacher Performance Appraisal
Non-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.

Non-tenured teachers will be evaluated on all standards each year, however, **POWER STANDARDS** have been identified for year 1 and year 2 that must be met in order to avoid a plan of assistance or a Performance Improvement Procedure. (See separate handout for power standards)

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
- Goal Setting Meetings
- Learning Walks
- Full Period Observation Announced and Unannounced (Including Pre- and Post-Conferences)
- Mid-Year Review and Final Appraisal
- Student Surveys

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 non-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 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 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?

Full Period Observations and Related Meetings

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. Non-tenured teachers have a minimum of one announced and one unannounced full period observation each school year.

- **Pre-Conference** – Teacher provides supervisor with a copy of lesson plan for the agreed upon class and is prepared to discuss objectives and "look fors."
- **Observation** – The class being observed.
- **Post-Conference** – Teacher is prepared to review with the supervisor what went well and not so well in the class observed. The supervisor will provide a written review of the class.

Work Sample

By the end of the third year of employment, the teacher will provide a work sample for the supervisor. The work sample includes 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*

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. A separate schedule is available for tenured teachers.

Timelines
Summary of Minimum Requirements for Non-Tenured Teachers

When?	What?	Resources
By the last school day in **August**	Group meeting to review plan.	Overview of the TPA Performance Standards and Indicators Performance Rubrics External Professional Standards Developing SMART Goals Documenting and Analyzing Student Learning Learning Walks Overview Learning Walks Tool
	Non-Tenured Only	TPA Timeline Non-Tenured Power Standards - Non-Tenured Executive Summary – Non-Tenured
By the last school day in **September**	a. Self assessment, reflection, and goal setting	*Self Assessment*: A4-Teacher Self Assessment *OR* A5-Teacher Self Assessment Summary *Goal Setting*: B2-Teacher Goals *OR* B3-Goal Progress Review OR 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)
By the last school day in **November**	a. Pre-conference for announced formal observation	
	b. Formal observation	C7-Performance Data Collection Form Checklist *OR* C8-Performance Data Collection Form Narrative
	c. Post conference	
During **Q2** of Years 1, 2, 3	Administer Student Surveys	Student Surveys
By the first school day in **December**	Five Learning Walks must be complete and recorded	Learning Walks Overview Learning Walks Tool Evaluation Grid
By **winter break**	Mid-Year Checkpoint a. Interim performance appraisal	C10-Interim Performance Appraisal Form
	b. Learning Walk trend data review	C6-Learning Walk Trend Data Summary (optional)
	c. Goal progress conference	B2-Teacher Goals *OR* B3-Goal Progress Review OR B4-

		Student Academic Progress Goal Development Worksheet
By the end of the second full week of school in **February**	a. Unannounced observation	C7-Performance Data Collection Form Checklist *OR* C8-Performance Data Collection Form Narrative
	b. Post conference	
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 *OR* B3-Goal Progress Review
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 *OR* B3-Goal Progress Review OR B4-Student Academic Progress Goal Development Worksheet
	c. Final performance	*Professional Digital Portfolio Submission (NEW in 2013) 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 of 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 (One short term goal and one long term goal). Goals should be documented on form B2 or B3.

By the last school day of September

Teachers complete self-assessment and have goal setting/professional development conference with principal or designee. A discussion of syllabus, pacing guides and/or curriculum map(s) occurs at this meeting.

By the last school day of October

First round pre-conference, observation, and post-conference.

Note: Form C7 or C8 should be used for the formal observation. Administrators should use phrases from the rubric in the evidence section.

By the first school day of December

At least 5 Learning Walks will be done. Trend data may be discussed. 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 date.

By Winter Break

Mid-year review completed for all non-tenured teachers. Any non-tenured teacher who is in at least the 4th year of teaching experience may have the third observation requirement waived if all required areas of performance are satisfactory according to the mid-year review. Student surveys are to be administered during Q2 of Years 1, 2, and 3 for non-tenured teachers.

*Note: Interim Performance Appraisal (C10) should be used (**This form should be submitted to Human Resources by Winter Break**). If a teacher is meeting expectations, this meeting would also include a discussion of trend data (C6) and goal progress (B2 or B3). If a teacher is not meeting expectations, please refer to the section of the master document, Procedures for Addressing Performance Problems for Non-Tenured Teachers.*

By the end of the second full week of February

3rd Round (unannounced) observation and post conference for all non-tenured teachers will be complete. Evidence of goals progress and work sample documentation is submitted to the administrator.

Note: Form C7 or C8 should be used for the formal observation. Administrators should use phrases from the rubrics in the evidence section.

By the first school day of June

Final Conference must be held and final evaluation form sent to Human Resources. Teacher must be told job status for next year.

Final Meeting Agenda

- Final Performance Appraisal (C9). ***This form should be submitted to Human Resources by the first school day of June***.
- Goal Review (B2 or B3)
- Trend Documentation

Three Year Cycle for Probationary Teachers

Year 1	**Self-assessment** **Goal setting** **Student surveys**
Year 2	**Self-assessment** **Goal setting** **Ongoing work sample/portfolio review by supervisor** **Student surveys**
Year 3	**Self-assessment** **Goal setting** **Completed work sample/portfolio review by supervisor** **Student surveys**

Annual Minimum expectations:

- 5 Learning Walks with one trend meeting and 1 formal announced observation during the first semester (with pre-observation and post-observation conference)
- 1 mid-year review conference
- 1 unannounced observation during the second semester (with post-observation conference)
- 1 student survey in Q2
- Final performance appraisal

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.*