

## PROFESSIONAL STAFF ANNUAL EVALUATIONS

### I. GENERALLY

Alexandria City Public Schools strives to provide multiple opportunities for employees to receive feedback and coaching on their performance and the resources needed to improve and excel. Therefore every employee is evaluated on an annual basis. Detailed evaluation procedures are provided on the ACPS Department of Human Resources website.

The Superintendent ensures that cooperatively developed procedures for professional staff evaluations are implemented throughout the Division and included in the Division's employee handbook. The results of the evaluation are in writing, in either paper or electronic format, dated and signed by the evaluator and the person being evaluated, with one copy going to the Central Office personnel file and one copy to the person being evaluated.

### II. LICENSED STAFF EVALUATIONS

The primary purposes of evaluations are:

- to optimize student learning and growth;
- to contribute to the successful achievement of the goals and objectives of the Division's educational plan;
- to improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- to provide a basis for leadership improvement through productive performance appraisal and professional growth;
- to implement a performance evaluation system that promotes a positive working environment and continuous communication between the employee and the evaluator that promotes continuous professional growth, leadership effectiveness, improvement of overall job performance and improved student outcomes; and
- to promote self-growth, instructional effectiveness, and improvement of overall professional performance.

Evaluation procedures are consistent with Virginia law, and teacher, principal, and Superintendent evaluations are consistent with the performance standards included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*. . For example:

- Evaluations include student academic progress as a significant component and an overall summative rating;
- Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities;

- 40 • In accordance with the training requirements outlined in Policy GCL, evaluations will  
41 include an evaluation of cultural competency beginning in the 2022-2023 school year;
- 42 • Observations are an important source of performance information. All teachers have at least  
43 one formal observation and frequent informal observations per year;
- 44 • Teacher evaluations include evidence that instruction is aligned with the school’s curriculum;
- 45 • Any teacher whose evaluation indicates deficiencies in managing student conduct, based  
46 upon review of the teacher’s student discipline data, may be required to attend professional  
47 development activities designed to improve classroom management skills and increase  
48 awareness of restorative practices and associated interventions; and
- 49 • Any teacher whose evaluation indicates other deficiencies may be required to attend  
50 professional development activities within the appropriate area(s) of the seven evaluation  
51 standards to improve in the specified area(s).

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53 In accordance with the Code of Virginia, teachers who have achieved continuing contract status  
54 are formally evaluated at least once every three years and more often as deemed necessary by the  
55 principal, and are evaluated informally during each year in which they are not formally evaluated.  
56 Any teacher who has achieved continuing contract status who receives an unsatisfactory formal  
57 evaluation and who continues to be employed by Alexandria City Public Schools is formally  
58 evaluated the following year.

59 If a teacher's performance evaluation during the probationary period is not satisfactory, the  
60 School Board may choose not to reemploy the teacher.

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62 Given the complexity of licensed staff members’ job responsibilities in a dynamic work  
63 environment, evaluation standards also take into account the potential impact of major external  
64 events, such as school closures due to public health emergencies, and any resulting adjustments  
65 to instructional delivery methods (e.g., virtual instruction).

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67 Adopted: November 17, 1998  
68 Amended: July 6, 2000  
69 Amended: May 18, 2006  
70 Amended: June 9, 2011  
71 Amended: December 3, 2015  
72 Amended: February 20, 2020  
73 Amended: December 16, 2021

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75 Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-294, 22.1-295,  
76 22.1-303, 22.1-253.13:5, 22.1-253.13.7 22.1-276.2.

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78 *Guidelines for Uniform Performance Standards and Evaluation Criteria for*  
79 *Teachers* (Virginia Board of Education, approved March 18, 2021).

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81 *Guidelines for Uniform Performance Standards and Evaluation Criteria for*  
82 *Principals* (Virginia Board of Education, effective January 10, 2020).

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84 *Guidelines for Uniform Performance Standards and Evaluation Criteria for*  
85 *Superintendents* (Virginia Board of Education, as revised July 23, 2015).

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87	Cross Refs.:	CBG Evaluation of the Superintendent
88		GCG Professional Staff Probationary Term and Continuing Contract
89		GCL Professional Staff Development
90		GDN Support Staff Annual Evaluations
91		JFC Student Conduct
92		JFCA Teacher Removal of Students from Class
93		JGD/JGE Student Suspension/Expulsion
94		JGD-R/JGE-R Student Suspension/Expulsion Regulations
95		JGDA Disciplining Students with Disabilities
96		JGDB Discipline Of Students With Disabilities For
97		Infliction Of Serious Bodily Injury