

# **ARTICLE IV: CONDITIONS OF EMPLOYMENT – LICENSED PERSONNEL**

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## **POLICY 5-4.1 LICENSED PERSONNEL: CONDITIONS OF EMPLOYMENT**

### **Generally**

The Poquoson City School Board accepts the licensed instructional personnel/student ratio as expressed in the Standards of Quality adopted by the Virginia General Assembly. The School Board commits itself to achieving and maintaining this ratio only to an extent proportionate to the funding thereof provided by the General Assembly.

Teachers employed in the Poquoson City Public Schools shall hold currently valid teachers' licenses in accordance with Virginia Board of Education Regulations Governing Licensure of School Personnel.

In addition to other requirements set forth in federal and state law and elsewhere in School Board policies, the School Board shall consider the following criteria in selecting teachers and other licensed professional staff: educational training, professional attitudes, professional competence, scholarship, successful experience and character.

Teachers are encouraged to take classes regularly for self-improvement and to attend and participate in workshops and conferences that will improve their expertise in their areas of instruction. Teachers should manifest a thorough knowledge of the subjects they teach, have a deep commitment to the success of children and youth, demonstrate a positive attitude for working harmoniously with others and possess the ability to discover and develop the potential of their students.

### **Qualifications**

In order to qualify for appointment as a teacher in the Poquoson City Public Schools, each applicant shall:

1. Be a citizen of the United States, (if not a citizen, an applicant may be granted a one-year license upon recommendation of the Division Superintendent), be at least eighteen (18) years of age and possess good moral character.
2. Have good health and no disqualifying physical or emotional disabilities, subject to the protections and provisions of the Americans with Disabilities Act (ADA). Consistent with the ADA, evidence of physical fitness to teach may be required from a qualified and designated physician.
3. Present acceptable recommendations on his/her teaching experience, provided that he/she is not a beginning teacher. Such recommendations should include those of his/her most recent principal, Division Superintendent or supervisor.
4. Hold a Virginia teacher's license endorsed for the area of teaching for which he/she is employed in accordance with regulations outlined in the Virginia Board of Education's Licensure Regulations for School Personnel.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§22.1-253.13:1, 22.1-296.1, 22.1-296.2, 22.1-298, 22.1-299, 22.1-303; Virginia Board of Education Regulations Governing Licensure for School Personnel, 8 VAC 20-21-10, et seq.; Reform and Control Act of 1986; Americans with Disabilities Act of 1990.

*Adopted: November 2002*

*Reviewed: August 2011*

## **POLICY 5-4.2 LICENSURE/RELICENSURE OF PROFESSIONAL STAFF**

The Virginia Board of Education prescribes the requirements for certification of teachers and other school personnel. No teacher shall be regularly employed by the Poquoson City School Board or paid from public funds unless such teacher holds a license, Teach for America License, local eligibility license, or provisional license issued by the Virginia Board of Education, or in the case of a provisional license by the division superintendent pursuant to the requirements of §22.1-298.1 of the Code of Virginia. Requirements for classroom teachers, special education, vocational education, school counselors, reading specialists, school psychologists, and visiting teachers/social workers are stated in the Regulations Governing Licensure of School Personnel. Complaints or disputes regarding licensure or approval of relicensure work or application of such work toward renewal of license are not grievable.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§22.1-298.1, 22.1-299, 22.1-299.3, 22.1-306; Virginia Board of Education Licensure Regulations for School Personnel, 8 VAC 20-22-10, et seq.; No Child Left Behind Act, P.L. 107-110, 20 U.S.C. §7801(11).

*Adopted: November 2002*

*Revised: July 2004, August 2013, August 2019, August 2024*

## **POLICY 5-4.3 LICENSED PERSONNEL: CONTRACTS**

### **Generally**

The Poquoson City School Board shall enter into written contracts with professional staff (including teachers, assistant principals, principals and directors) before such employees assume their duties. Written contracts for professional employees who are temporarily employed are not required. Contracts will be in the form permitted by the Virginia Board of Education's regulations, with special covenants added by the School Board as appropriate. Once offered a contract, employees shall return both copies of issued contracts, signed or unsigned, within one week (7 calendar days) following receipt of such contracts; otherwise, the contracts shall be declared null and void. Written contracts shall be signed by the Clerk of the School Board and the School Board Chairman after official action by the School Board (which approval shall be recorded in the minutes) before an individual is officially employed. Contracts shall be signed in duplicate with a copy furnished to each party.

The standard 10-month contract shall include 200 days, including (i) a minimum of 180 teaching days or 990 instructional hours and (ii) up to 20 days for activities such as teaching, participating in professional development, planning, evaluating, completing records and reports, participating on committees or in conferences, or such other activities as may be assigned or approved by the School Board.

Coaching contracts and contracts for extracurricular activity sponsorship assignments for which a monetary supplement is paid shall be separate and apart from the annual or continuing contract. Termination of such a contract supplement shall not constitute cause for the termination of the annual or continuing contract. For purposes of this policy, "extracurricular activity sponsorship" means an assignment for which a monetary supplement is received requiring responsibility for any student organizations, clubs, or groups except those activities that are conducted in conjunction with regular classroom, curriculum or instructional programs.

### **Reappointment of Licensed Personnel**

Persons who are currently employed by the School Board and who seek reappointment for the succeeding school year shall file the standard form provided, "Letter of Intent to Reemploy." Such reappointment request shall be received by the principal of the school in which the applicant is employed and forwarded to the Coordinator of Human Resources.

### **Probationary Period of Licensed Personnel**

All instructional personnel when newly employed in the Poquoson City Public Schools shall serve the full probationary period for three consecutive years in the Poquoson City Public Schools before becoming eligible for continuing contract status. Employment under a Teach for America License shall not satisfy the probationary requirement. Any instructional personnel who have achieved a continuing contract in another school division shall serve a one-year probationary period before

becoming eligible for continuing contract status in Poquoson City. Probationary terms of service for principals and supervisors shall be consistent with applicable state law. With such funds as may be appropriated by the General Assembly for such purpose, the School Board shall provide each probationary principal, except probationary principals who have prior successful experience as principals, as determined by the School Board, a mentor, as described in guidelines developed by the Board of Education, during the first year of the probationary period, to assist such probationary principal in achieving excellence in administration. If a teacher, principal, or supervisor separates from service during his probationary period and does not return to service in Poquoson City by the beginning of the year following the year of separation, such person shall be required to begin a new probationary period. If a teacher who has attained continuing contract status separates from service and does not return to teaching in Poquoson City for a period longer than two years, such person shall be required to begin a new three-year probationary period.

The School Board shall provide to every first year probationary teacher a mentor to assist him in achieving excellence in instruction. Probationary teachers with prior successful teaching experience may be exempt from this requirement with approval from the Division Superintendent. Probationary teachers shall be evaluated annually. The Division Superintendent shall consider such evaluations as one factor in making recommendations to the School Board regarding the employment of probationary teachers. If a probationary teacher's evaluation is not satisfactory, the School Board shall not reemploy such teacher.

### **Continuing Contracts**

Teachers employed after completing the probationary period shall be entitled to continuing contracts during good behavior and competent service. The School Board may reduce the number of teachers, whether or not such teachers have reached continuing contract status, because of decrease in enrollment or abolition of particular subjects pursuant to Policy 5-3.7. Furthermore, nothing in the continuing contract shall be construed to authorize the School Board to contract for any financial obligation beyond the period for which funds have been made available. As soon after April 15 as the School Board budget is approved by the appropriating body, the School Board shall furnish each teacher a statement confirming continuation of employment, setting forth assignment and salary.

### **Release from Contracts**

If a teacher who has not achieved continuing contract status receives notice of reemployment, he must accept or reject in writing within 15 calendar days of receipt of the notice. Written notice of non-renewal of the contract must be given by the School Board on or before June 15 of each year.

From the beginning of any school year through May 31 of that school year, a teacher (whether probationary or continuing contract) may seek employment and file applications for the next school year with other school divisions. The teacher may do so without notifying the human resources specialist. However, for any contracts offered to the teacher from other school divisions

after June 15, the teacher must receive written release from his contract with the Poquoson City School Board prior to signing a contract with the prospective employer. On or after July 1 of any year, a teacher is bound by any contract entered with the School Board. A teacher may seek employment and file application for the next school year with other school divisions, however, a teacher should not accept a contract with another division unless and until he has secured a written release from the Poquoson City School Board. The School Board will grant releases from contracts after July 1 only for good cause shown, to be determined solely by the School Board. If the School Board declines to grant a request for release from a contract on the grounds of insufficient or unjustifiable cause, and the teacher breaches or expresses an intent to breach the contract, disciplinary action, which may include written reprimand or revocation of the teacher's license, may be taken pursuant to regulations prescribed by the Board of Education.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§22.1-78, 22.1-293, 22.1-294, 22.1-298.1, 22-1.299, 22-1-302, 22.1-303, 22.1-304, 22.1-305, 22.1-305.1; Virginia Board of Education Regulations Governing the Employment of Professional Personnel, 8 VAC 20-440-10 et seq.; and Governing Local School Boards, 8 VAC 20-490-20.

*Adopted: November 2002*

*Revised: July 2003, July 2005, August 2011, August 2012, August 2013, August 2019*

## **POLICY 5-4.4 TEACHER RESPONSIBILITIES AND DUTIES**

Poquoson City Public School teachers are assigned to serve under the authority, direction and supervision of administrators, usually the building principals, who are designated by the Division Superintendent. The principal of the respective school, subject to approval by the Division Superintendent, may make special assignments.

The School Board expects that teachers will conduct themselves in a professional and appropriate manner regarding their instructional role in school. Whenever a teacher needs clarification in defining his professional responsibilities he should consult the principal. Specific teaching duties and responsibilities are listed in job descriptions located with the Coordinator of Human Resources.

All teachers shall acquaint themselves with and observe and enforce regulations prescribed by the Division Superintendent, the policies and regulations of the Poquoson City School Board and the applicable laws of Virginia.

### **Planning**

Assignments for teachers will provide, when possible, designated times for planning during contract hours.

### **Extracurricular Activities - Assignments**

Teachers may be assigned to those extracurricular activities regarded as part of the teaching assignment. Whenever possible extracurricular activities should be assigned after considering the interests and abilities of the teacher. The duties should be assigned as equitably as possible among the teaching personnel. Every teacher is expected to cooperate and assume his share of extracurricular activities that are assigned to him by the administration.

### **Committees**

Numerous committees of the staff as well as lay-faculty groups work upon specific education and school problems as needed. Professional staff should participate on these committees as they are needed.

### **Investigating/Reporting Alcohol or Drug Use**

Licensed and classified licensed employees who, in good faith with probable cause and without malice, act to report or investigate the activities of any student or any other person as they relate to alcohol or drug use or abuse in or related to the school or to any school activity, shall be immune from all civil liability that might otherwise be incurred or imposed as the result of the making of such a report, investigation or disclosure, as provided by applicable law. See **SUPERINTENDENT'S REGULATION 5-4.4 (A) GUIDELINE AND PROCEDURES FOR HANDLING SUSPECTED DRUG AND ALCOHOL CASES.**



## **Reporting Child Abuse or Neglect**

Licensed personnel who have reason to suspect that a child is an abused or neglected child shall report the matter immediately to the building principal. Principals shall report such cases to the child abuse coordinator of the local Social Services Department as required by law. Personnel making the required reports are immune from civil and criminal liability connected therewith if the reports are made without bad faith or malicious intent.

The School Board shall post, in each Poquoson City Public School, a notice, pursuant to Virginia Code § 63.2-1509, that: (i) any teacher or other person employed in a public or private school who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report, as soon as possible, but not longer than 24 hours after having reason to suspect a reportable offense of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his/her designee; (ii) all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose; and (iii) in cases evidencing acts of rape, sodomy, or object sexual penetration, a person who knowingly and intentionally fails to make the report required pursuant to this section shall be guilty of a Class 1 misdemeanor. The notice shall also include the Virginia Department of Social Services' toll-free child abuse and neglect hotline number. No person shall be required to make a report pursuant to this policy if the person has actual knowledge that the same matter has already been reported to the local department or the Department's toll-free child abuse and neglect hotline.

The School Board shall adopt a written interagency agreement with the local department of social services as a protocol for investigating child abuse and neglect reports made against school personnel, in accordance with Virginia Code §63.2-1511.

See **SUPERINTENDENT'S REGULATION 5-4.4 (B) PROCEDURES RELATING TO SUSPECTED CHILD ABUSE AND NEGLECT.**

**LEGAL REFERENCE:** Virginia Code, 1950, as amended, §§8.01-47, 22.1-291.1, 22.1-291.3, 63.2-1501, et seq.

*Adopted: November 2002*

*Revised: July 2004, August 2011; August 2012*

## **POLICY 5-4.5 LICENSED PERSONNEL: PROFESSIONAL GROWTH**

### **Generally**

The Poquoson City School Board believes that the continuous educational growth of staff members both in educational techniques and subject depth is necessary for the continued improvement of the school division. The School Board, therefore, encourages the professional growth of staff members through college courses and other means as outlined in this policy.

### **Staff Development**

There shall be an organized program of staff development for all employees of the School Board directed towards increasing their knowledge, improving their performance and generally upgrading the school division. The program shall be in compliance with the State Accreditation Standards and the Standards of Quality.

The goal of the School Board's professional development program is to provide better learning experiences in the classroom that result in a positive effect on student performance and attitude. This can be accomplished through the improved awareness and effectiveness of the staff. The professional development program consists of identifying the areas in which improvement is needed, establishing programs that are designed to achieve the desired results and implementing these programs with evaluation and revision as needed.

To increase proficiency in instructional leadership and management, the School Board shall provide a program of professional development for administrative personnel including the Division Superintendent. This program shall include (1) training in the evaluation and documentation of teacher and administrator performance based on student academic progress (2) the skills and knowledge of the administrative personnel; (3) the Standards of Quality; (4) Board of Education regulations; and (5) the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

The School Board views its instructional personnel's proficiency with educational technology as vital to the school division's educational mission. Toward this end the School Board shall provide for a program of professional development in educational technology for all instructional personnel. Technical assistance on professional development shall be obtained from the Virginia Board of Education as needed.

The School Board will provide a program of high-quality professional development:

1. in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of

- instructional programs that promote student achievement at the school and classroom levels;
2. as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
  3. in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and
  4. for principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, the School Board will also provide teachers and principals with high-quality professional development programs each year in:

1. instructional content;
2. the preparation of tests and other assessment measures;
3. methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
4. instruction and remediation techniques in English, mathematics, science, and history and social science;
5. interpreting test data for instructional purposes;
6. technology applications to implement the Standards of Learning;
7. effective classroom management;
8. implementing the Virginia IEP established pursuant to subdivision 11 of §22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of §22.1-214.4 for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12; and
9. instructional practices to support specially designed instruction in inclusive settings, as defined in §22.1-213 of the Code of Virginia, for each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; each teacher's aide or other paraprofessional; and any teacher with a provisional special

education license for whom the school board determines there is a need for such professional development.

All instructional personnel are required to participate each year in professional development programs. The School Board will annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division. No public elementary or secondary school teacher shall be required to participate more frequently than once every five years in any training described in clause (iii) of subsection A of §22.1-279.6 or relating to secure mandatory test violations as set forth in §§22.1-19.1 and 22.1-292.1, unless the school board or division superintendent determines that additional training is necessary to comply with federal or state law or to remediate misconduct. Each such teacher who completes any such training shall sign a written attestation that the teacher has been trained in and understands the relevant subject matter.

### **Staff Development Meetings**

At designated times during the school year students will not attend school or will be dismissed early in order to free the staff for planning and staff development meetings. The Division Superintendent and designated administrators shall structure these sessions to make the best use of the available time. Since these meetings are a part of the required working day for staff members, attendance is mandatory.

### **Inservice Days**

Normally the School Board shall provide at least ten (10) days annually for planning, evaluation, and in-service training. At least two such days each year, as determined by the Division Superintendent, will be scheduled as an orientation period prior to the beginning of the school year. This period shall be devoted to orientating teachers and other employees in their duties and responsibilities for the ensuing school year and to providing such information as may be necessary or helpful for the efficient performance of assigned duties.

### **Meetings, Conferences and Conventions**

#### Generally

Employees may represent the school division at meetings and conferences without loss of pay with prior approval of the principal and Division Superintendent and/or his designee. Teachers who desire to attend meetings and conferences should put their requests in writing, giving details, including theme, place, time, cost, etc. When several teachers are attending a meeting or conference, teachers should ride together if possible, to save travel cost.

#### Faculty Meetings

Teachers are expected to attend all faculty meetings, regular or called, held in their individual schools or if necessary, in other schools, at the discretion of the principal.

**LEGAL REFERENCE:** Code of Virginia, as amended, §§22.1-23.3, 22.1-78, 22.1-213, 22.1-253.13:3, 22.1-253.13:5, 22.1-253.13:7, 22.1-298.8, 22.1-305.1; Virginia Board of Education Regulations Governing Professional Development, 8 VAC 20-450-10.

*Adopted: November 2002*

*Revised: July 2004, July 2005, July 2007, August 2013, September 2021, August 2023, August 2024*

## **POLICY 5-4.6 LICENSED PERSONNEL: DRESS CODE**

### Criteria

The attire of Poquoson City School Board licensed employees during the hours when school is in session should conform to the following principles:

1. Dress should reflect the professional position of the employee.
2. Attire should be that which is commonly accepted in the community.
3. Dress should be exemplary of the students with whom the professional employee works.
4. Clothing should be appropriate to the assignment of the employee.

### Application

If an individual teacher believes that informal clothing such as sportswear would be appropriate to his teaching assignment or would enable him to carry out assigned duties more effectively, he may request an exception from the principal or Division Superintendent. An attempt should be made on all levels to ensure that the above principles are applied equitably and consistently throughout the school division.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§22.1-70, 22.1-78.

*Adopted: November 2002*

## **POLICY 5-4.7 LICENSED PERSONNEL: EVALUATION**

The Division Superintendent shall supervise the establishment of a cooperatively developed procedure for adequate and periodic evaluation of the work of each Poquoson City School Board employee and maintenance of suitable evaluative records. The evaluation procedure shall allow for personnel evaluation appropriate to tasks performed by those being evaluated. The Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents should be consulted during the development of the evaluation procedures.

The Poquoson City Public Schools administration periodically shall evaluate teachers and shall provide a written evaluation for each teacher. The purposes of this evaluation shall include the following: to assist teachers in improving the discharge of their duties; to help teachers recognize the extent to which they are attaining professional and division goals; and to improve the instructional program and educational services to children.

Evaluation should be a continuous process based upon cooperation, trust, and the achievement of predetermined objectives. The evaluation shall be the basis for the Division Superintendent's recommendation to the School Board for the continuation of employment.

### Principals, Assistant Principals and Supervisors

The School Board shall delegate to the Division Superintendent the authority and responsibility to develop and implement a performance assessment system with clearly defined criteria for the performance evaluation of principals, assistant principals and supervisors that are consistent with the performance objectives set forth in the Board of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Such criteria shall include: (i) an assessment of the administrator's skills and knowledge, (ii) student academic progress and school gains in student learning, and (iii) effectiveness in addressing school safety and enforcing school discipline. Continuing contract principals and assistant principals shall be formally evaluated not less than once every three years and informally evaluated the other years.

### Teachers

The School Board shall delegate to the Division Superintendent the authority and responsibility to develop and implement a performance assessment system for evaluating teachers 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, Principals, and Superintendents. The procedure shall address: (i) student academic progress and (ii) 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. Evaluations shall include an evaluation of cultural competency. Principals shall receive training in the evaluation and documentation of employee performance as required by the Standards of Quality.

Teachers employed by the School Board who have achieved continuing contract status shall be formally evaluated at least once every three years and more often as deemed necessary by the principal, and they shall be evaluated informally during each year in which they are not formally evaluated. Any teacher who has achieved continuing contract status and who receives an unsatisfactory formal evaluation who continues to be employed by the School Board shall be formally evaluated in the following year after receiving the unsatisfactory evaluation. The evaluations referenced herein shall be maintained in the employee's personnel file. The Division Superintendent shall annually certify to the Virginia Department of Education division wide compliance with these provisions.

### Employment Recommendations

The evaluation process shall be considered when making employment recommendations to the School Board pursuant to §22.1-293 or 22.1-305 of the Code of Virginia.

The evaluation plan shall:

1. be a cooperative effort;
2. be a periodic and formal evaluation;
3. cover the significant aspects of the employee's service;
4. be available to the employee;
5. stimulate the employee to improve;
6. establish mutually agreeable standards of performance; and
7. provide a guide for employee self-appraisal.

Any teacher whose evaluation indicates deficiencies in managing student conduct may be required to attend professional development activities designed to improve classroom management and discipline skills.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §§22-1.70, 22.1-78, 22.1-253.13:5, 22.1-253.13:7, 22.1-294, 22.1-295, 22.1-303.1; Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators and Superintendents (January 2000).

*Adopted: November 2002*



*Revised: July 2005; August 2006; August 2013; August 2023*

## **ACCOMPANYING REGULATION**

### **REGULATION 5-4.7 EVALUATION OF TEACHERS**

#### **Introduction**

Teacher Performance Review is a complicated but necessary process. It is particularly complex because of the varied types of teachers and students, and styles of teaching and learning. Properly done, however, such a review can and should result in positive, constructive change. Central to this idea is the concept that one never grows too old, too wise, or too experienced to improve.

It is important to understand that the purpose of Teacher Performance Review is to improve the quality of instruction; therefore, it is necessary to assess one's performance as it relates to clearly defined areas. These areas must be identified and related to specific performance criteria. Performance assessment is both an on-going constructive process (formative) and a system for the periodic measurement of performance (summative).

Performance Review should always be approached in a positive manner. The results, however, may not always be viewed positively depending upon the expectations of both the reviewer and the teacher. Nevertheless, supportive, constructive results are far more likely to occur when all parties approach the process positively. In view of these ideas, the following philosophy has been adopted.

1. Promote continuing improvement in instruction.
2. Motivate school personnel to develop individual programs for self-improvement.
3. Co-align personal and organizational objectives.
4. Assess the strengths and implement constructive objectives.
5. Create a positive working environment.

#### **Procedures For Teacher Performance Review**

##### **I. Participants/Definition of Roles**

- A. Reviewer – Principal or Assistant Principal
- B. Teacher – Person being reviewed

##### **II. Review Schedule**

- A. First year teachers and teachers new to the system – a minimum of three formal observations per year, followed by post-observation conferences – Annual participation in the summative evaluation (Teacher Performance Review – Attachment C)
- B. Non-continuing contract teachers – a minimum of two formal observations per year, followed by post-observation conferences – Annual participation in the summative evaluation (Teacher Performance Review).
- C. Continuing contract teachers – a minimum of one formal observation per year, followed by a post-observation conference – Annual participation in the summative evaluation (Teacher Performance Review).
- D. All teachers – establish professional improvement goals(s). A copy of the goal(s) (Attachment A) will be submitted to the building principal by the last teaching day in September.

##### **III. Components**

- A. Orientation – All staff members will be familiarized with the Teacher Performance Review System.

- B. Formative Phase – to include classroom, laboratory, or other instructional environment.
1. Formal observation – a scheduled observation for a minimum of twenty-five minutes.
    - a. Pre-conference – optional except for teachers new to system - purpose is to discuss the lesson to be observed and may be held on the day prior to observation or at a mutually agreed upon time
    - b. Observation
    - c. Preparation of Class Observation Form by reviewer (Attachment B)
    - d. Post-observation conference (within three working days-any exception must be agreed on by both parties or a new observation must be scheduled)
      - (1) Review of observation by participants
      - (2) Discussion of short and long term methods for improvement
      - (3) Follow-up observation may be requested by teacher or reviewer
      - (4) Observation results that reflect a serious instructional concern(s) (defined as not meeting minimal school system expectations) shall be recorded on the form “Serious Performance Concerns/Strategies for Improvement” – Attachment D
  2. Informal observations – may be scheduled or unscheduled; may be initiated by a teacher or reviewer (feedback will be provided).
  3. The observation form will be distributed as follows:
    - a. Original is placed in the teacher’s in-school personnel file
    - b. A copy is given to the teacher
- C. Summative Phase.
1. Reviewer completes “Teacher Performance Review.”
  2. Reviewer and teacher discuss Teacher Performance Review. Teacher performance that reflects a serious instructional concern(s) (defined as not meeting minimal school system expectations) shall be recorded on the form “Teacher Performance Review-Serious Concern(s) Summary” – Attachment E.
  3. Reviewer and teacher discuss “Goals for Professional Improvement”.
  4. The “Teacher Performance Review” form will be distributed as follows:
    - a. Original is placed in the teacher’s personnel folder at the School Board Office (materials maintained in a teacher’s personnel file are not released without the teacher’s permission.)
    - b. A copy is placed in the teacher’s in-school personnel file
    - c. A copy is given to the teacher

### **Outline of Performance Areas/Criteria For Teacher Performance Review System**

- I. Instruction
  - A. Planning/Preparation
    1. Exhibits knowledge of content area or subject matter
    2. Uses SOLs and local curricula
    3. Provides for individual differences
    4. Plans for use of technology in the curriculum by competently using the teacher technology standards 15
  - B. Teaching of Lesson

1. Incorporates appropriate and effective elements of lesson design
2. Motivates students
3. Presents lesson clearly
4. Uses appropriate questioning techniques
5. Encourages student participation
6. Maintains time on tasks
7. Uses appropriate and effective evaluation and feedback procedures
8. Analyzes, interprets, and documents student test results and student performance
9. Integrates technology into instruction and into the curricula

C. Management and Organization

1. Establishes and maintains class and student control
2. Manages time efficiently and effectively
3. Properly uses and cares for materials and equipment
4. Maintains a positive and safe atmosphere for learning

II. Interpersonal Relationships/Organizational Relations

A. Human Relations

1. Establishes rapport with students and parents
2. Cooperates with colleagues, administrators, and support staff
3. Uses effective communication techniques

B. Following Policies and Procedures

1. Adheres to administrative regulations, School Board policies, and legal requirements
2. Maintains accurate records
3. Uses appropriate safety procedures
4. Accepts professional responsibilities

**Descriptions of Performance Areas**

I. Instruction

A. Planning/Preparation

1. Exhibits knowledge of content area or subject matter
  - a. Stays up to date with techniques and subject matter in field, issues and trends regarding exceptional students, and in technology
  - b. Searches for information, ideas, materials, and experiences for personal learning and improved teaching
2. Uses SOLs and local curricula
  - a. Selects subject matter appropriate to the abilities of the students
  - b. Selects appropriate objectives
  - c. Selects learning activities designed to achieve stated objectives
  - d. Assembles appropriate materials
  - e. Designs clear, logical, and sequential lessons 16
3. Provides for individual differences
  - a. Knows the instructional levels of students
  - b. Uses knowledge of developmental stages of students to design instruction
  - c. Understands the concept of teaching/learning styles
  - d. Sets appropriate expectations and objectives

- e. Provides an appropriate range and variety of materials such as library or community resources
- f. Relates content to concrete, specific events, activities, and interests within the life experiences of students
- g. Selects questioning strategies which reflect a variety of cognitive levels
- h. Provides activities to foster creativity in students
- 4. Plans for the use of technology in curriculum

B. Teaching of Lesson

- 1. Incorporates appropriate and effective elements of lesson design
  - a. Introduction or Set
    - Gains student attention
    - Provides an overview of the lesson
    - States the general idea about the lesson
    - Relates the lesson to what has gone before and what will follow
  - b. Objective
    - Explains the purpose of the lesson
  - c. Explanation
    - Teaches the lesson through demonstration as well as explanation before the students engage in the work
    - Presents examples of both process and finished work
  - d. Checking for understanding
    - Assesses initial student understanding
  - e. Guided Practice
    - Monitors student work to correct misunderstanding and to prevent practice of errors
  - f. Independent practice
    - Provides opportunity for student practice
  - g. Closure (can occur at various points of lesson)
    - Provides or elicits summary statements
- 2. Motivates students
  - a. Identifies interests and needs of students and relates lessons to those needs and interests
  - b. Sets the learning situation at the students' readiness level
  - c. Helps students set obtainable objectives
- 3. Presents lesson clearly
  - a. Conveys ideas logically through a clearly communicated step-by-step process
  - b. Gives explicit directions
  - c. Uses visual, auditory, and kinesthetic teaching modes
- 4. Uses appropriate questioning techniques
  - a. Uses an appropriate variety of levels of questions (recall, understanding, application, analysis, synthesis, evaluation)
  - b. Uses questioning to promote greater thinking involvement by building spontaneously upon students' responses

- c. Provides adequate wait time for students to respond and to consider their responses
    - d. Encourages student self-questioning to set purposes for learning
  - 5. Encourages student participation
    - a. Encourages active student involvement in discussion and activities such as group projects, demonstrations, and dramatizations
    - b. Provides opportunities for students to make decisions
    - c. Calls upon a variety of students
  - 6. Maintains time on task
    - a. Maximizes teaching time and learning time
    - b. Makes contact with students who are not on task
    - c. Provides efficient transition between activities and subject
  - 7. Uses appropriate and effective evaluation and feedback procedures
    - a. Uses evaluation tools which are clear, fair, and relevant to objectives taught while students work
    - b. Uses positive and negative reinforcement techniques appropriately
    - c. Uses probing questions to check for understanding
    - d. Communicates personal satisfaction derived from student success while students work
    - e. Moves throughout the room providing help and answering questions while students work
    - f. Provides for students timely, specific knowledge of the results of their efforts
    - g. Uses appropriate correctives and cues by dignifying students' incorrect responses while providing the correct responses
  - 8. Analyzes, interprets, and documents student test results and student performance
    - a. Provides appropriate remediation
    - b. Provides opportunities for students to utilize technology
  - 9. Integrates technology into instruction and into the curricula
    - a. Presents lessons incorporating the student use of technology
    - b. Provides opportunities for students to utilize technology
- C. Management and Organization
  - 1. Establishes and maintains class and student control
    - a. Manages school problems in accordance with administrative regulations, School Board Policies, and legal requirements
    - b. Promotes self-discipline
    - c. Has expectations for behavior which are appropriate for the developmental stages of the students
    - d. Communicates expectations for behavior to the students
    - e. Consistently guides students toward achievement of expectations in a fair and firm manner
    - f. Provides specific, explicit directions which anticipate student responses and cue or direct desirable behavior

- g. Analyzes behavior problems by considering factors in the class environment, aspects of teacher behavior, and student motivation or drives
- h. Maintains documentation of student performance, date, remediation, and other records as needed
- 2. Manages time efficiently and effectively
  - a. Displays businesslike and job-oriented behavior
  - b. Proceeds in an organized manner
- 3. Properly uses and cares for materials and equipment
  - a. Maintains materials and equipment
  - b. Informs appropriate person when materials/equipment need repair or replacement
  - c. Uses expendable supplies judiciously
- 4. Maintains a positive and a safe atmosphere for learning
  - a. Establishes effective classroom rules and procedures
  - b. Creates an atmosphere in which students ask questions and converse with teacher confidently and freely
  - c. Permits freedom of student behavior within an established structure

## II. Interpersonal Relationship/Organizational Relations

### A. Human Relations

- 1. Establishes rapport with students and parents by working in a respectful and collaborative manner
  - a. Cooperates with parents in the best interest of the students
  - b. Maintains effective parent communication
  - c. Demonstrates fairness and consistency in handling student problems
  - d. Promotes mutual respect and trust among students and between student and teacher
  - e. Demonstrates a primary concern toward student interests/needs and parental/guardian concerns
- 2. Cooperates with colleagues, administrators, and support staff
  - a. Exhibits professionalism in dealing with colleagues, administrators, and support staff
  - b. Makes use of and cooperates with support services as needed
- 3. Uses effective communication techniques
  - a. Prepares written documents for students which are visually clear, accurate, and represent standard English usage
  - b. Participates in interaction with courtesy, tact, and respect for individual and group feelings
  - c. Respects the importance of the remarks of others in order to facilitate communication
- 4. Considers the interests and needs of the community stakeholder in promoting and supporting district goals and services
  - a. Responds promptly to parental concerns
  - b. Demonstrates flexibility in planning meetings with parents
  - c. Initiates communication with parents or guardians concerning student progress or problems in a timely matter

- d. Establishes regular channels of communication between school between school and home
    - e. Offers strategies for parents/guardians to assist in their children's education
- B. Following Policies, Procedures, and Professionalism
  - 1. Adheres to administrative regulations, School Board Policies, and legal requirements
    - a. Demonstrates a knowledge of building, district policies, the legal rights and limitations of both students and teacher, and SOL plans
    - b. Respects and observes established school hours and attendance policy
    - c. Respects schedules and observes building policies regarding required testing times, breaks, and meetings
    - d. Provides adequate plans and materials for a substitute
  - 2. Maintains accurate records
    - a. Checks daily attendance accurately
    - b. Handles clerical responsibilities efficiently
    - c. Handles financial transactions efficiently
    - d. Meets deadlines
  - 3. Uses appropriate safety procedures
    - a. Establishes and enforces safety rules appropriate to the environment
    - b. Alerts supervisor/principal to potentially hazardous conditions in the class and school environment
    - c. Adheres to state and local safety and fire codes
  - 4. Accepts professional responsibilities
    - a. Accepts professional obligations for school committee work
    - b. Shares responsibilities and duties which contribute to the smooth operation of the school
    - c. Adheres to division and building level plans and expectations
    - d. Participates in professional growth experiences
    - e. Masters state technology standards by Spring 2001 or within three years of employment.

*Please see attached forms A through E.*

## **POLICY 5-4.8 PROFESSIONAL STAFF RESEARCH AND PUBLISHING**

### **Ownership of Materials**

The Poquoson City School Board adopts the "work for hire doctrine" and shall hold the copyright to all employees' work produced at the instance and expense of the School Board and/or any of its administrative staff. Work made for hire is defined as materials prepared by an employee in connection with his job duties, and it includes instructional texts, tests, answer sheets and materials specifically commissioned.

Copyrights to works authored by employees on their own time, without expense to the School Board, and without instruction, direction, or control of the School Board or its employees are the sole property of that employee.

### **Waiver and Assignment of Proprietary Rights**

Copyrights of the School Board may be waived in favor of or assigned to the author by the School Board upon application submitted to the School Board through the Division Superintendent. The School Board authorizes the Division Superintendent to review materials prepared by employees for which the School Board has no copyright, and to waive or assign all or part of any interest or proprietary rights therein which the School Board may have, in favor of the employees producing such works. Any materials copyrighted under this policy shall be made available to Poquoson City Public Schools at no charge to the School Board.

**LEGAL REFERENCE:** Code of Virginia, 1950, as amended, §22.1-78; Title 17, U.S.C. (P.L. 94-552, 10/19/76).

*Adopted: November 2002*



## **POLICY 5-4.9 LICENSED PERSONNEL: RESIGNATION**

### Licensed Personnel

A licensed employee desiring a release from a valid contract with the Poquoson City School Board must submit to the Division Superintendent a written request for release at least two (2) weeks before the intended date of resignation and must state the reason for the request.

The Division Superintendent is authorized to accept resignations. A teacher may resign after June 15 of any school year consistent with the provisions of Policy 5-4.3 and only with the approval of the Division Superintendent. The employee may withdraw the resignation, provided the withdrawal is in writing and is received by the Division Superintendent within one week of the submission of the resignation. After the expiration of the one week period, the Division Superintendent shall notify the School Board of his decision to accept or reject the resignation. The School Board may, within two weeks thereafter, reverse the Division Superintendent's decision. If the resignation is not accepted by the Division Superintendent or the School Board, the contract remains binding and, if the employee breaches the contract, action may be taken against the employee, including, but not limited to, petitioning the Virginia Board of Education to revoke the employee's license.

Employees who terminate their employment without the approval of the School Board shall be paid only for the days of actual employment.

**LEGAL REFERENCE:** (1996) Code of Virginia, 1950, as amended, §22.1-304; Virginia Board of Education Regulations Governing the Employment of Professional Personnel, 8 VAC 20-440-10.

*Adopted: November 2002*

*Reviewed: August 2011, August 2012*