



Montgomery County Public Schools

Certified Employee Evaluation Handbook

2022-2023

Revised August 2022

Acknowledgments

The Montgomery County School Board
Annie Whitaker, Ed.D., Interim Superintendent

Equal Employment Opportunity

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

All cases of suspected discrimination should be reported immediately to:

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

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

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Part 1: Introduction

About this Document

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

School Board Policy

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

Why Good Evaluation is Necessary

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

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

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

Purposes of Evaluation

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

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

The distinguishing characteristics of a high-quality teacher performance evaluation system include:

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

Virginia Requirements

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

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

- ...B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent

evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

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

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

Teachers employed by local school boards 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 who receives an unsatisfactory formal evaluation and who continues to be employed by the local school board shall be formally evaluated in the following year. The evaluation shall be maintained in the employee's personnel file.

Each local superintendent shall annually certify divisionwide compliance with the provisions of this section to the Department.

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

As prescribed by the *Code of Virginia*, each teacher must receive a summative evaluation rating. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

Part 2: Performance Standards for Teachers

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

Defining Teacher Performance Standards

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

The expectations for professional performance are defined using a two-tiered approach consisting of eight performance standards and multiple performance indicators to define the expectations for teacher performance.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are eight performance standards that serve as the basis for a teacher's evaluation. Standards 1-7 relate to a teacher's practice whereas standard 8 focuses on the results of the teacher's work as evidenced by student growth.

1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
2. Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.
3. Instructional Delivery
The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

4. Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

5. Learning Environment

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

6. Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

7. Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

8. Student Academic Progress

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

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each performance standard. This helps teachers and their evaluators clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Indicators in one performance standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. Some teaching positions may require identifying specific indicators that are consistent with job requirements and school improvement plans.

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as

illustrated with arrows between the levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice.

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that the teacher performance evaluation system is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback, thus administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

Evaluators and teachers should consult the performance indicators and rubrics for clarification of what constitutes a specific performance standard. *Performance ratings are NOT made at the performance indicator level but the performance standard level.* Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators. Please note:

- The rating of "Effective" is the expected level of performance.
- Highly effective teachers often serve as role models and/or teacher leaders.

The performance indicators and rubrics for each of the eight performance standards follow.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 1.1 Addresses relevant curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.
- 1.5 Demonstrates pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- 1.8 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- 1.9 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.

Professional Knowledge Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.

Performance Standard 2: Instructional Planning

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

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Reflects on plans after instructional delivery for future modifications.
- 2.5 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.7 Plans and works collaboratively with others to enhance teaching and learning.
- 2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.

Instructional Planning Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 3.1 Builds upon students' existing knowledge and skills.
- 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- 3.4 Develops higher-order thinking through questioning and problem-solving activities.
- 3.5 Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.
- 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- 3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Instructional Delivery Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

Performance Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).
- 4.4 Uses research-based questioning techniques to gauge student understanding.
- 4.5 Collaborates with others to develop common assessments, when appropriate.
- 4.6 Aligns student assessment with established curriculum standards and benchmarks.
- 4.7 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.
- 4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.9 Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.

Assessment of/for Student Learning Rubric

<p>Highly Effective <i>In addition to meeting the requirements for Effective...</i></p> <p>The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.</p>	<p>Effective <i>Effective is the expected level of performance.</i></p> <p>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/ caregivers, and other educators, as needed.</p>	<p>Approaching Effective</p> <p>The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.</p>	<p>Ineffective</p> <p>The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.</p>
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Performance Standard 5: Learning Environment

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

Sample Performance Indicators (Examples of teacher work conducted in the performance of the standard may include but are not limited to:)

The teacher:

- 5.1 Arranges and modifies the classroom, as needed, to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Encourages student engagement, inquiry, and intellectual risk-taking.
- 5.6 Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.
- 5.7 Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.
- 5.8 Addresses student needs by working with students individually as well as in small groups or whole groups.
- 5.9 Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.

Learning Environment Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Approaching Effective	Ineffective
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

- 6.1 Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.2 Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process,³ including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.4 Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- 6.5 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- 6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Note: Equity in education is achieved when student academic achievement cannot be determined by demographic factors.

³ Adapted from: *Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

Culturally Responsive Teaching and Equitable Practices Rubric

<p>Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>Effective <i>Effective is the expected level of performance.</i></p>	<p>Approaching Effective</p>	<p>Ineffective</p>
<p>The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</p>	<p>The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</p>	<p>The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</p>	<p>The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.</p>

Performance Standard 7: Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

- 7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- 7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 7.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- 7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.
- 7.6 Engages in activities outside the classroom intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- 7.8 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.
- 7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- 7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Professionalism Rubric

<p>Highly Effective <i>In addition to meeting the requirements for Effective...</i></p> <p>The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.</p>	<p>Effective <i>Effective is the expected level of performance.</i></p> <p>The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</p>	<p>Approaching Effective</p> <p>The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.</p>	<p>Ineffective</p> <p>The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.</p>
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Performance Standard 8: Student Academic Progress

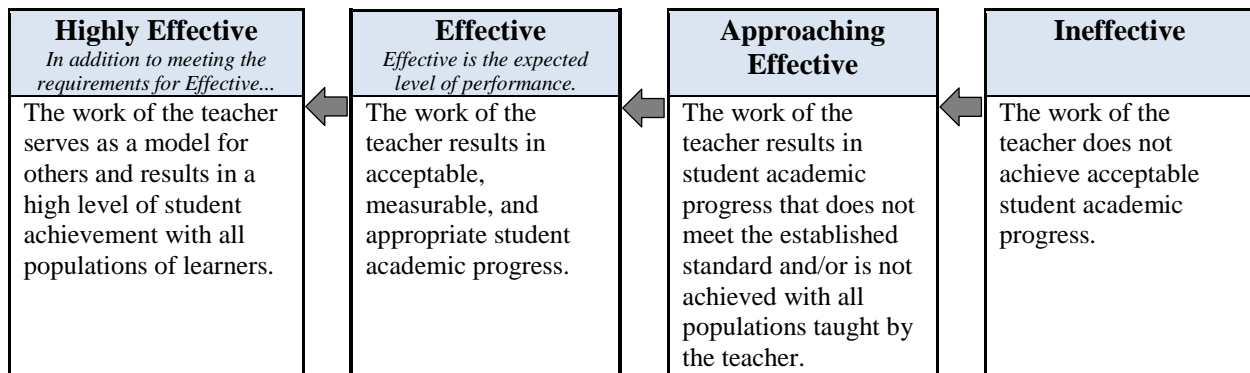
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators (*Examples of teacher work conducted in the performance of the standard may include but are not limited to:*)

The teacher:

- 8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- 8.2 Documents the progress of each student throughout the year.
- 8.3 Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
- 8.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Student Academic Progress Rubric



Part 3: Documenting and Evaluating Teacher Performance

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

Formal and Informal Observations

Formal observations are an important source of performance information. Formal observations focus directly on the eight teacher performance standards and may include a review of teacher products or artifacts and student data. Informal observations are intended to provide more frequent information on the wide variety of contributions made by the teacher in the classroom and to the school community as a whole.

Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. Evaluators are expected to observe teachers on multiple occasions and in various settings throughout the year, including scheduled and unannounced observations.

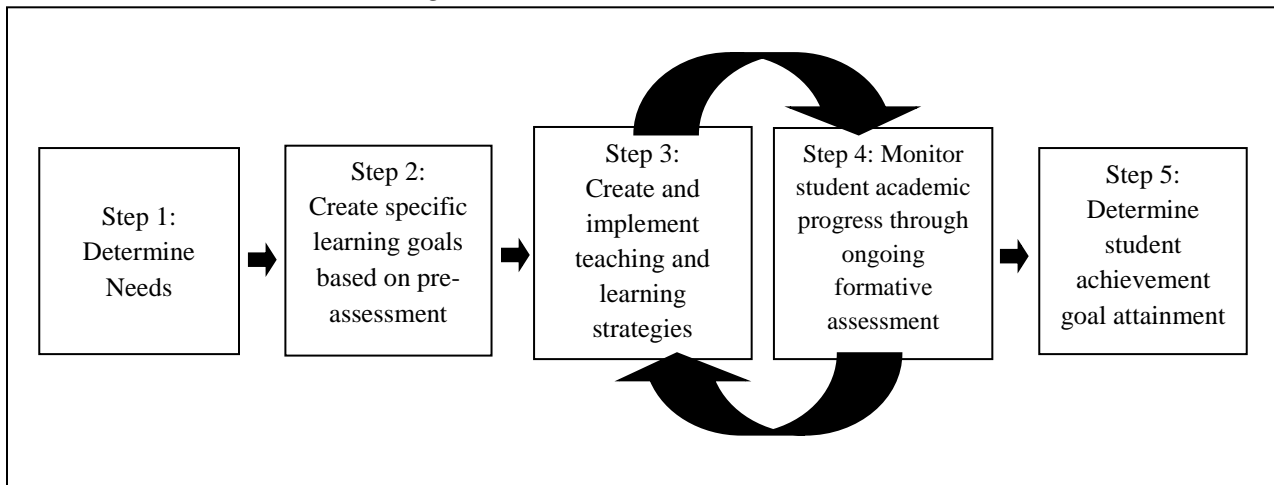
Portfolios

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

Standard 8 Goal Setting

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

Student Achievement Goal Setting Process



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

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

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

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

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

Developing SMART Goals

Specific:	The goal is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time-limited:	The goal is contained within a single school year.

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to their evaluator by the established due date. The Standard 8 Goal Setting form can be found in Appendix A.

Summative Evaluation

Assessment of performance quality occurs at the summative evaluation stage, at the end of the evaluation cycle. Ratings for each performance standard are developed using the Performance Indicators and Rubrics. Ratings are based on multiple sources of information that provide evidence of teacher performance, including, but not limited to, formal and informal observation summaries, Standard 8 goal summaries, and a portfolio, if submitted. The summative evaluation process for annual and continuing teacher contracts is shown below. The evaluation schedule is included in Appendix D.

Annual Contract

- Employees who are issued a first-year annual contract will have a minimum of two formal observations (one per semester) and one summative evaluation.
- Employees who are issued a second- or third-year annual contract will have a minimum of one observation (first semester) and one summative evaluation (second semester).
- During the year, frequent classroom visits are to be conducted, including four informal observations (two per semester).
- The summative evaluation shall be completed prior to the last teacher workday of the year.
- Additional observations may be conducted as determined by the evaluator.

Continuing Contract

- Employees who are issued a continuing contract will have a minimum of one formal observation and one summative evaluation every year.
- During the year, frequent classroom visits are to be conducted, including four informal observations (two per semester).
- The summative evaluation shall be completed prior to the last teacher workday of the year.
- Additional observations may be conducted as determined by the evaluator.

Summative Rating System

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Teachers will be rated on each performance standard using a performance rubric that describes performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails.

Definition of Terms Used in Rating Scale

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others
Efficient	The teacher <u>consistently meets</u> the performance standard in a manner that is aligned with the school's mission and goals.	Proficient performance: <ul style="list-style-type: none"> • meets the requirements contained in the performance standard • exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates a willingness to learn and apply new skills
Approaching Effective	The teacher's performance is <u>inconsistent</u> in meeting the established performance standard and/or working toward the school's mission and goals. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Developing/needs improvement performance: <ul style="list-style-type: none"> • requires support in meeting the performance standard • results in less than expected quality of student performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher <u>consistently performs below</u> the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the performance standard • results in minimal student learning • may result in the employee not being recommended for continued employment

Evaluators make judgments about performance of the eight teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate data sources, the evaluator applies the four-level rating scale to evaluate a teacher’s performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the “preponderance of evidence” exists, based on various data sources. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Evaluators should consider all evidence from multiple data sources as well as the wording of the rubric to determine the appropriate rating level.

When determining a rating, evaluators should start at the *effective* level and adjust the rating one way or the other based on the preponderance of evidence.

Summative evaluations are completed in compliance with requirements from the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is not meeting expectations (at any point in the cycle) or is fulfilling a Performance Improvement Plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the eight performance ratings, the employee will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the employee’s performance. The overall summative rating will be judged to be *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective*.

Scores will be calculated using the following scale: *Highly Effective* = 4, *Effective* = 3, *Approaching Effective* = 2, *Ineffective* = 1

Weighting of Standards

Performance Standard	Weight
Standard 1	1.25
Standard 2	1.25
Standard 3	1.25
Standard 4	1.25
Standard 5	1.25
Standard 6	1.25
Standard 7	1.25
Standard 8	1.25

Example of Weighted Calculations for Teacher Performance Evaluation

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	<i>Highly Effective</i>	4	1.25	5
Standard 2	<i>Effective</i>	3	1.25	3.75
Standard 3	<i>Effective</i>	3	1.25	3.75
Standard 4	<i>Effective</i>	3	1.25	3.75
Standard 5	<i>Effective</i>	3	1.25	3.75
Standard 6	<i>Highly Effective</i>	4	1.25	5
Standard 7	<i>Highly Effective</i>	4	1.25	5
Standard 8	<i>Effective</i>	3	1.25	3.75
Single Summative Rating: Effective				33.75

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the following score range:

Rating	Score Range
<i>Highly Effective</i>	35-40
<i>Effective</i>	27-34
<i>Approaching Effective</i>	20-26
<i>Ineffective</i>	10-19

Regardless of the total points earned, no teacher can be given a summary rating of:

- *Highly Effective* if they are rated below *Effective* for any of the eight standards; or
- *Effective* if they are rated *Ineffective* for any standard.

An *Ineffective* rating for any performance standard may result in an overall *Ineffective* rating. A rating of *Approaching Effective* for Standard 8, or a rating of *Approaching Effective* in two or more other standards, may result in the employee being placed on a Performance Improvement Plan (Appendix C).



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Appendix A – Standard 8 Goal Setting Form

GOAL SETTING FORM - STANDARD 8

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

Employee Name _____
 Last First MI

Location _____

Assignment _____

Date _____

Supervisor _____
 Name Title

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

- 1) **Optional Conversation date(s):** _____

- 2) **Describe the teacher’s assignment, student baseline data, and identify student/learner goals for each class or subject.**

Menu of evaluation options:

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

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

Supervisor Signature Date

Employee Signature Date



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Appendix B – Teacher Summative Evaluation Form

MCPS Teacher Summative Evaluation Report

Directions: Evaluators use this form before the teacher's last work day of the school year to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.

Teacher's Name _____ School Year _____

Grade/Subject _____ School _____

Contract Status: Probationary Continuing Contract

Documentation Reviewed: Documentation Log Goal Setting for Student Academic Progress Form
 Observation/Formative Feedback Forms Other _____

Performance Standard 1: Professional Knowledge

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p> <p>The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p> <p>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>(2 pts.) Approaching Effective</p> <p>The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>(1 pt.) Ineffective</p> <p>The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><i>Comments:</i></p>			

Performance Standard 2: Instructional Planning

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.</p>	<p>The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.</p>	<p>The teacher is inconsistent in his/her use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.</p>	<p>The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 3: Instructional Delivery

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.</p>	<p>The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</p>	<p>The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.</p>	<p>The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 4: Assessment of/for Student Learning

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.</p>	<p>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</p>	<p>The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.</p>	<p>The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 5: Learning Environment

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.</p>	<p>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>	<p>The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.</p>	<p>The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.</p>	<p>The teacher models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.</p>	<p>The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.</p>	<p>The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><i>Comments:</i></p>			

Performance Standard 7: Professionalism

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.</p>	<p>The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</p>	<p>The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.</p>	<p>The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Performance Standard 8: Student Academic Progress

<p>(4 pts.) Highly Effective <i>In addition to meeting the requirements for Effective...</i></p>	<p>(3 pts.) Effective <i>Effective is the expected level of performance.</i></p>	<p>(2 pts.) Approaching Effective</p>	<p>(1 pt.) Ineffective</p>
<p>The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p>	<p>The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p>	<p>The work of the teacher does not achieve acceptable student academic progress.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			



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Overall Evaluation Summary Comments:

Performance Standard	Performance Rating	Points HE=4 E=3 AE=2 IE=1	Weight	Weighted Total (Points x Weight)
Standard 1			1.25	
Standard 2			1.25	
Standard 3			1.25	
Standard 4			1.25	
Standard 5			1.25	
Standard 6			1.25	
Standard 7			1.25	
Standard 8			1.25	
Single Summative Rating				

Rating	Range of Scores
<i>Highly Effective</i>	35-40
<i>Effective</i>	27-34
<i>Approaching Effective</i>	20-26
<i>Ineffective</i>	10-19

- Highly Effective**
- Effective**
- Approaching Effective**
- Ineffective**
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Ineffective*, or two or more standards are *Approaching Effective*.)**



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Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Evaluator's Name

Teacher's Name

Evaluator's Signature

Teacher's Signature (Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date

Date

Site Administrator's Name

Site Administrator's Signature

Date



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Appendix C – Performance Plan of Improvement Form

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Performance Plan of Improvement

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



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Appendix D – Teacher Evaluation Schedule

MCPS TEACHER EVALUATION SCHEDULE

2022-2023 SY					
Certified Contract Type	Number of Informal Observations	Number of Formal Observations	Due Dates	Must be completed between	Number of Summative Evaluations*
AN1	2 – Semester I 2 – Semester II	Two	Semester I – Nov 4 Semester II – May 1	August 30 – May 1	One
ROY and Part-Time	2 – Semester I 2 – Semester II	One	Formal Observations for ROY/Part-Time, AN2 and AN3 employees should be completed by November 3 to allow for needed assistance during the remainder of the school year.	August 30 – November 4	One
AN2	2 – Semester I 2 – Semester II	One		August 30 – November 4	One
AN3	2 – Semester I 2 – Semester II	One		August 30 – November 4	One
Continuing Contract	2 – Semester I 2 – Semester II	One		August 30 – May 1	One
<i>*Teacher conferences for summative evaluations must be held by the teacher's last workday.</i>					