



**TEACHER  
EVALUATION  
PROTOTYPE 1**

**TEACHER**  
**ANNUAL GOAL FORM**

Teacher's Name \_\_\_\_\_ Academic Year \_\_\_\_\_

Position/School \_\_\_\_\_

- **Focus** (goals must address student academic progress, and teacher skills/knowledge as set forth in the Code of Virginia, 22.1-295 and 22.1-303:1)
  
- **Baseline Data** (status at beginning of evaluation period)
  
- **Goal Statement** (desired Results)
  
- **Strategies for Improvement** (activities to accomplish goals)

\_\_\_\_\_  
Teacher's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

**\*Attach Categories of Primary Responsibilities to Annual Goal Form**

**• TEACHER •**  
**Categories of Primary Responsibilities**  
*“ Domains ” “ Standards ” “ Performance Indicators ”*

*Sample performance indicators are included to help document the performance of job standards, however, the teacher is evaluated on the 20 performance standards, not the performance indicators.*

**PLANNING AND ASSESSMENT**

**1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

Bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning. Matches content/skills taught to overall curriculum scope and sequence. Uses assessment feedback to monitor and adjust instruction. Links objectives for instruction to prior student learning. Reflects the goals and needs of the school and community in planning.

Evidence: (i.e., observations, lesson plans, unit plans )

**2: Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.**

Selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. Designs appropriate learning activities that are clearly connected to instructional objectives. Develops lesson plans that are clear, logical, and sequential.

Evidence: (i.e., sample unit or lesson plan, teaching artifacts)

**3: The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.**

Plans instruction appropriate to the developmental level and needs of students. Demonstrates knowledge of resources and methods appropriate to serving students with special needs. Assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.

Evidence: (i.e., observation, samples of student work lesson plans, unit plans)

**4: The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.**

Monitors student understanding on an ongoing basis and adjusts teaching when necessary. Uses student products as a source for assessment and instructional decisions. Demonstrates competence in the use of acceptable grading/ranking/scoring practices in

recording and reporting student achievement. Maintains and uses organized records of student progress for instructional decisions. Utilizes multiple assessment practices congruent with instructional goals both in content and process. Effectively uses both teacher-made and standardized tests as appropriate.

Evidence: (i.e., anecdotal notes, rubrics, sample lesson and unit plans, tests, quizzes)

**5: The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.**

Communicates clear expectations for learning and behavior to students and parents. Uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains. Provides prompt and meaningful feedback to students about performance and progress. Prepares tests that reflect the academic content studied. Provides opportunities for students to contribute to the development of criteria and standards as appropriate. Incorporates strategies to prepare students for SOL and standardized testing.

Evidence: (i.e., pre/post tests, profile cards, checklists, report cards, student work)

## **INSTRUCTION**

**1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for students.**

Communicates a belief that all students can learn. Exhibits an understanding and a facility in explaining the subject area(s) taught. Uses appropriate literature and current resources and materials in the subject area(s). Encourages the academic curiosity and critical thinking of students. Modifies instruction to make topics relevant to students' lives and experiences. Demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary. Checks for understanding with questions, review activities and various assessment strategies.

Evidence: (i.e., observations, sample lesson and unit plans, interviews)

**2: The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.**

Selects materials and media that match learning styles of individual students. Provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary. Utilizes flexible grouping practices to respond to the diverse learning needs of students. Collaborates with resource teachers in developing activities for students with special learning needs. Encourages students to build on strengths while developing all areas of competence. Paces instruction appropriately with adequate preview and reviews of instructional components. Uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others.

Demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.

Evidence: (i.e., observations, sample unit/lesson plans, student work samples)

**3: The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.**

Evaluates curricular materials for accuracy, currency, and student interest. Provides students with materials and media that are appropriate and challenging for their instructional levels. Encourages and guides the development of problem-solving skills and independent thinking in students. Utilizes available technological materials and resources effectively to engage students in varied learning experiences. Provides opportunities for guided practice and hands-on technology application. Demonstrates competence in the Technology Standards for Instructional Personnel.

Evidence: (i.e., observation, samples of student materials, samples of lesson plans using technology)

**4: The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.**

Solicits comments, questions, examples, and other contributions from students throughout lessons. Uses questioning strategies effectively. Provides opportunities for guided and independent practice. Responds positively to student questions and active engagement. Implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another. Re-teaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement. Implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning.

Evidence: (i.e., observations, sample unit plans, teaching artifacts)

## **SAFETY AND LEARNING ENVIRONMENT**

**1: The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.**

Establishes effective classroom rules and procedures. Communicates clear expectations about behavior to students and parents. Implements and enforces disciplinary procedures with fairness and consistency. Encourages students in developing self-discipline and conflict resolution skills. Recognizes and celebrates the achievements of students and staff. Is knowledgeable of and complies with local, state, and federal safety regulations. Manages emergency situations as they occur.

Evidence: (i.e., observations, discipline plan, notes/phone logs)

## **2: The teacher manages classroom procedures to maximize academic learning time.**

Plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning. Structures transitions in an efficient and constructive manner. Creates and maintains a physical setting that minimizes disruption and promotes learning and safety. Handles administrative routines quickly and efficiently. Has all materials readily available to allow for the smooth flow of instruction.

Evidence: (i.e., observations, interviews)

## **3: The teacher establishes and maintains rapport with students.**

Treats students with respect. Communicates personal enthusiasm for learning. Models caring, fairness, humor, courtesy, respect, and active listening. Demonstrates concern for students' emotional and physical well-being. Seeks and uses information about student interests and opinions. Develops and maintains positive interactions with students in all school settings.

Evidence: (i.e., observations, interviews, student surveys)

## **4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.**

Encourages students to respect themselves and others. Communicates clear expectations for appropriate interactions among students. Models enthusiasm for and engagement in learning. Encourages students to take pride in good work. Enhances students' feelings of self-worth. Incorporates principles of equal opportunity and non-discrimination into classroom management. Provides equitable opportunities for student learning. Promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom.

Evidence: (i.e., observations, interviews, teaching artifacts, student surveys)

# **COMMUNICATION AND COMMUNITY RELATIONS**

## **1: The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.**

Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression. Articulates clear learning goals and instructional procedures to students. Gives directions that are clear and reasonable and contain an appropriate level of detail. Uses a variety of media communication tools to enrich learning opportunities. Models effective communication strategies in conveying ideas and information. Provides support for student expression in speaking, writing and other media.

Evidence: (i.e., observations, interviews, teaching artifacts, newsletters, letters to parents)

**2: The teacher forges partnerships with families to promote student learning at home and in the school.**

Responds promptly to parental concerns. Demonstrates flexibility in planning meetings with parents. Promotes parental involvement in the classroom and school. Shares major instructional goals for the year with parents. Initiates communication with parents or guardians concerning student progress or problems in a timely manner. Establishes regular channels of communication between school and home. Offers strategies for parents to assist in their children's education.

Evidence: (i.e., phone logs, newsletters, letters to parents, interviews)

**3: The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.**

Is sensitive to the social and cultural background of students and parents. Uses multiple modes of communication to provide information to parents. Encourages parent and community involvement in classroom activities. Collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students. Promotes the value of understanding and celebrating school/community cultures. Supports community partnerships and uses community resources to enhance learning. Works with community members in carrying out school and community-sponsored functions.

Evidence: (i.e., informal observations, interviews, feedback from colleagues, log of professional activities)

## **PROFESSIONALISM**

**1: The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.**

Relates to colleagues, parents and others in an ethical and professional manner. Represents the school/program favorably in the school division/community. Uses acceptable written and oral language. Resolves concerns and problems in a constructive manner. Maintains confidentiality appropriate to teaching assignment. Maintains a professional demeanor and appearance. Works in the best interest of the students, the school, and the community.

Evidence: (i.e., observations, professional notes, handouts)

**2: The teacher takes responsibility for and participation in a meaningful and continuous process of professional development that results in the enhancement of student learning.**

Participates in professional growth activities including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level. Evaluates and identifies areas of personal strength and weakness related to

professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.

Evidence: (i.e., professional growth plan, log of activities, conference brochures, certificates)

**3: The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning**

• Demonstrates flexibility and a collaborative attitude in supporting co-workers/work team. Maintains effective working relationships with other teachers. Works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classroom and grade levels. Makes a positive contribution to the overall climate of the school and division. Supports school and division-wide programs and activities. Considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goals and services. Shares ideas and information with other teachers, school personnel, and community stakeholders.

Evidence: (informal observations, documents created, feedback from colleagues)

**4: The teacher provides service to the profession, the division, and the community.**

Serves on division, state, and/or national committees. Maintains an active role in professional and community organizations. Explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues. Contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor. Organizes, facilitates, and presents at local, state and/or national conferences. Supports and participates in efforts to align school and division goals and activities with community endeavors.

Evidence: (i.e., log of professional activities, list of committees, reflection form, handouts from workshops)

**The Categories of Primary Responsibilities and sample performance indicators have been reviewed. Evaluators will document areas of concern and/or strengths in the comment section on the Interim Review.**

\_\_\_\_\_  
Teacher's Signature                      Date                      Evaluator's Signature                      Date

**• TEACHER •  
INTERIM REVIEW**

Teacher's Name \_\_\_\_\_ Academic Year \_\_\_\_\_

Position/School \_\_\_\_\_ Evaluator \_\_\_\_\_

**Directions:** Evaluators may use this form to maintain records throughout the evaluation cycle in preparation for the summative evaluation. This form serves as a running record for documenting performance of the teacher from all pertinent data sources. Evaluators should document areas of concern and/or strengths in the comment sections. Evaluators should place a √ (check mark) in the area indicated informing the teacher of satisfactory progress or indicating that improvement is needed.

**PLANNING AND ASSESSMENT**

**1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

Progressing Satisfactorily                      Improvement Needed

**2: The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.**

Progressing Satisfactorily                      Improvement Needed

**3: The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.**

Progressing Satisfactorily                      Improvement Needed

**4: The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.**

Progressing Satisfactorily                      Improvement Needed

**5: The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.**

Progressing Satisfactorily                      Improvement Needed

Comments:

## INSTRUCTION

**1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for students.**

Progressing Satisfactorily

Improvement Needed

**2: The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.**

Progressing Satisfactorily

Improvement Needed

**3: The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.**

Progressing Satisfactorily

Improvement Needed

**4: The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.**

Progressing Satisfactorily

Improvement Needed

Comments:

## SAFETY AND LEARNING ENVIRONMENT

**1: The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.**

Progressing Satisfactorily

Improvement Needed

**2: The teacher manages classroom procedures to maximize academic learning time.**

Progressing Satisfactorily

Improvement Needed

**3: The teacher establishes and maintains rapport with students.**

Progressing Satisfactorily

Improvement Needed

**4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.**

Progressing Satisfactorily

Improvement Needed

## COMMUNICATION AND COMMUNITY RELATIONS

**1: The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.**

Progressing Satisfactorily

Improvement Needed

**2: The teacher forges partnerships with families to promote student learning at home and in the school.**

Progressing Satisfactorily

Improvement Needed

**3: The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.**

Progressing Satisfactorily

Improvement Needed

Comments:

## PROFESSIONALISM

**1: The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.**

Progressing Satisfactorily

Improvement Needed

**2: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.**

Progressing Satisfactorily

Improvement Needed

**3: The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.**

Progressing Satisfactorily

Improvement Needed

**4: The teacher provides service to the profession, the division, and the community.**

Progressing Satisfactorily

Improvement Needed

Comments:

Plans for Improvement in Identified Areas:

\_\_\_\_\_  
**Teacher's Signature**      **Date**

\_\_\_\_\_  
**Evaluator's Signature**      **Date**

**• TEACHER •  
SUMMATIVE EVALUATION**

Teacher's Name \_\_\_\_\_ Subject/Grade \_\_\_\_\_

Academic Year \_\_\_\_\_ Evaluator \_\_\_\_\_

**Directions:** Evaluators are to indicate the teacher's progress on the performance standards listed. Progress rated as distinguished, basic or unsatisfactory must include comments which provide support for the rating. If improvement is required, the comments should also provide direction for the teacher's Annual Goal for the next school year. Performance standards marked as "Improvement Needed" on the Interim Review which show no improvement at the time of the Summative Evaluation will be marked as Unsatisfactory.

**PLANNING AND ASSESSMENT**

**1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**5: The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

## INSTRUCTION

**1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for students.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**2: The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**3: The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.**

Exceeds Criteria      Meets Criteria      Requires Improvement      Unsatisfactory

Comments:

**4: The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

### **SAFETY AND LEARNING ENVIRONMENT**

**1: The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**2: The teacher manages classroom procedures to maximize academic learning time.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**3: The teacher establishes and maintains rapport with students.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

## COMMUNICATION AND COMMUNITY RELATIONS

**1: The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**2: The teacher forges partnerships with families to promote student learning at home and in the school.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**3: The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

## PROFESSIONALISM

**1: The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**2: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**3: The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**4: The teacher provides service to the profession, division and community.**

Exceeds Criteria    Meets Criteria    Requires Improvement    Unsatisfactory

Comments:

**• Teacher •**  
**• Evaluation Summary •**

Strengths

Areas for Improvement

Evaluator Recommendation:

Continued Employment

Intensive Assistance Plan

Dismissal

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Evaluator's Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_

TEACHER'S SIGNATURE ACKNOWLEDGES RECEIPT OF THIS FORM.  
WRITTEN COMMENTS MAY BE ATTACHED

COMMENTS ATTACHED: \_\_\_YES \_\_\_NO