Framework for Educator Performance Appraisal (EPA)

Introduction

The role that educators play in the growth and development of students is paramount. Because educators are so fundamentally important to school improvement and student success, focusing on instructional quality, professional standards, reflection and feedback enables educators and leaders to recognize, appreciate, value, and develop excellent teaching.

The Albemarle County Public Schools Educator Performance Appraisal (EPA) is grounded in the work of the Division - our levers of anti-racism and equity, our Framework for Quality Learning (FQL), our work with colleagues through Professional Learning Communities (PLC), and through practices in alignment with our Culturally Responsive Teaching (CRT) model focusing on our commitment to become culturally responsive educators.

This performance appraisal process and system is designed to provide opportunities for educators to grow and develop in their professional practice - whether a novice or more experienced educator. Through goal setting around student achievement and professional development, observation, reflective conversations about professional practice with colleagues, feedback from students, and ongoing conversations with principals, the EPA is intended to provide meaningful feedback and growth opportunities.

This work is guided by our vision, mission, values and goals as outlined in our Strategic Plan:

Vision

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

Values

Equity - We will provide every student with the level of support necessary to thrive.

Excellence - We will mitigate barriers and provide opportunities for every student to be academically successful.

Family and Community - We will engage with and share the responsibility for student success with families and community partners.

Wellness - We will support the physical and emotional health of our students and staff.

Goals

Thriving Students

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

Affirming and Empowering Communities

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

Equitable, Transformative Resources

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

All of this work is guided through the expectations of the Albemarle County Public Schools Anti-Racism Policy.

Our Educator Performance Appraisal follows the guidelines and standards as required by the Virginia Department of Education through the Guidelines for Uniform Performance Standards and Evaluation Criteria for Educators (Approved by the Virginia Board of Education 3/18/2021).

Rationale and Purpose of Evaluation

Educators have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them.

As such, the primary purposes of our Educator Performance Appraisal are to:

- contribute to the successful achievement of the goals and objectives defined in the school division's strategic plan;
- improve the quality of instruction by ensuring accountability for classroom performance and educator effectiveness;
- promote a positive working environment, as well as collaboration and continuous communication between the educator 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.

Appraisal Cycles

Tenured Educators - Formal Evaluation every three years

Non-Tenured Educators - Formal Evaluation each year of non-tenure, plus the first year of tenure

Novice Educators - Formal Evaluation each year of non-tenure, plus the first year of tenure. During the first three years of teaching novice educators will be evaluated using specific novice indicators and will be on a three level rating scale.

Part-time Educators - Part-time educators do not qualify for tenure. As such, formal evaluations will occur annually.

Differentiated Supervision Model

Our Educator Performance Appraisal uses a differentiated supervision model. Through this, the supervision may be more or less directive based on educator performance and/or need.

Differentiated supervision is determined by multiple sources of data and reflective conversations between the educator and their evaluator. Educators bring varied levels of expertise to their work with students, regardless of their experience levels. Educators' reflection on their own knowledge, instructional practice, and culture of their students is central to the formative Educator Performance Appraisal process.

Principal/educator interaction, as well as the principal's supervisory approach, may be adjusted along the supervision continuum as new formative information or data becomes available during the process. Like our students, each educator has their own cultures, skills, and needs. As such, to further support the continuous growth and development of each educator, principal/educator interactions may be adjusted along the supervision continuum though educators may remain in one quadrant of the continuum throughout the appraisal cycle. The data used for how an educator moves along the continuum is aligned with the data sources from the EPA, and should be a part of on-going discussions between the principal and the educator. Throughout the course of the school year, the educator and principal will discuss multiple data points that lead toward growth and achievement of goals.

This differentiated supervision continuum moves through processes based on educator need:

Level 4 - Collaborative - Educator Determined
Level 3 - Collaborative Balanced - Principal and Educator Determined
Level 2 - Directed Information -Principal Directed
Level 1 - Directed Control - Performance Improvement Plan

Level 4: Collaborative -Educator Determined This approach allows the principal to function as a facilitator, guiding interaction through which the educator reflects, draws conclusions, and constructs or develops their own ideas. Outcomes should result from the educator's autonomous decisions, but the importance of using peers as reflective partners supports the growth process. Reflective partners may

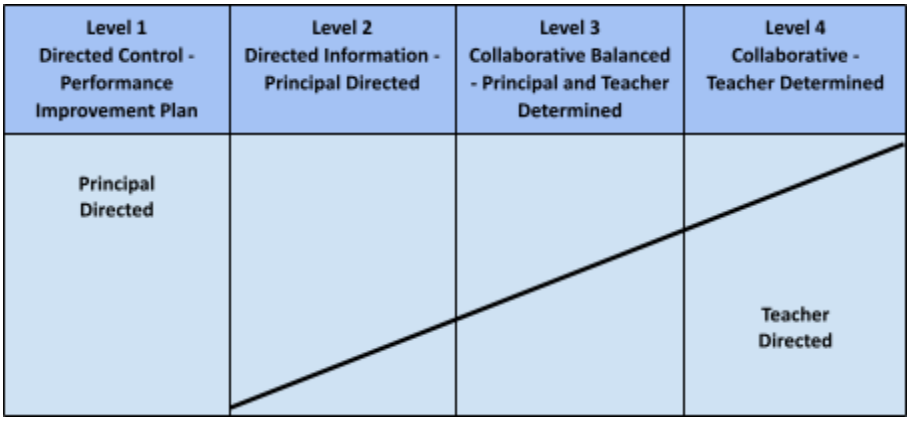
be colleagues within the same school building, Instructional Coaches, Learning Technology Integrators and/or Equity Specialists. This approach works best with experienced, knowledgeable educators or those less experienced educators who are self-directed and well on their way to developing expert practices.

Level 3: Collaborative Balanced - Principal and Educator Determined This approach extends from shared decision-making and works best with educators who are at the highly effective rating. Through reflective interaction, the principal encourages the educator to develop their own ideas to maximize ownership while using brainstorming and problem solving to determine mutually accepted next steps. It is imperative that the principal and educator work together to gain a deeper understanding of data points and intended outcomes to ensure growth for both the students and the educator.

Level 2: Directed Information - Principal Directed This approach is used primarily with an educator who must develop the knowledge, expertise, or confidence essential for collaborative discourse. This educator seeks advice or needs directions from a principal who can provide expert information and experienced guidance. In this model the principal will initiate suggestions and propose alternatives then encourage the educator to revise, refine, or innovate with their own ideas. Most novice educators and educators new to the school division will be at Level 2. This level is intended to ensure that a strong foundation exists for the educator to be most successful in working with students and colleagues.

Level 1: Directed Control - Performance Improvement Plan This approach is suited to a performance improvement plan, in which an educator needs focused direction from the principal regarding areas that require improvement. The principal makes decisions and tells the educator how to proceed.

Educator Performance Appraisal Supervision Continuum



Goal-Setting

Through goal-setting, educators work collaboratively with colleagues and principals to establish student progress and professional growth goals and to identify strategies to meet those goals. These goals are driven by School Improvement Plans (SIP), student performance, Professional Learning Community (PLC) focus, and previous year's student academic progress.

The principal may ask educators to develop and work toward a common goal as a school or as a PLC, or may allow for an individual goal to be developed by the teacher that aligns with the drivers.

One approach to linking student achievement to educator performance involves building the capacity for educators and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals – not just any goals, but goals set squarely on student performance – is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student Achievement Goal Setting is designed to improve student learning.

Professional Learning Goals allow for an action plan for growth for all educators in areas in which professional development is needed. The intent is for the focus of this goal is to serve as a channel to provide targeted feedback, professional development, coaching, and mentorship to our teachers. The Professional Learning Goal should align with learning opportunities for the educator that will help better support the academic growth of students and align with the ACPS levers.

It is imperative that a focus on growth is inextricably tied to accountability. Through goals related to helping educators to grow, combining fair accountability with guided direction and support for improvement yields teacher growth. And, as a reminder, what is the ultimate reason to evaluate? The direct and undeniable answer is to support teacher growth and success. When teachers succeed, students succeed.

Feedback and Reflection

Research suggests that reflection on practice plays an important role in developing and improving instructional practices for educators - thus leading to higher levels of student achievement. The learning provided through both self-reflection and reflection with others serves as a form of embedded professional development and can lead to greater collective efficacy. Educator collective efficacy has been identified by Hattie as having the greatest impact on student achievement.

It is through feedback that we can reflect on outcomes and practices, and make adjustments that allow educators to better meet the needs of students. Through the appraisal processes, educators will have the opportunity to work with others to receive feedback, self-reflect, and to then share their outcomes with their principal.

While this component is not yet required by the Virginia Department of Education, it is expected that their next version of the Uniform Performance Standards for Teacher Evaluation will build on the importance of using multiple data sources and integrating professional development through feedback and coaching into the teacher evaluation system. As such, we are beginning to implement that in our revised EPA.

Performance Standards

Performance standards define the criteria expected when educators perform their major duties. For all educators, there are eight performance standards as described below. These uniform standards as written and described are required by the Virginia Department of Education.

Performance Standard 1: Professional Knowledge *The educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Performance Standard 2: Instructional Planning *The educator 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.*
Performance Standard 3: Instructional Delivery *The educator 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.*
Performance Standard 4: Assessment of/for Student Learning *The educator 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.*
Performance Standard 5: Learning Environment *The educator uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*
Performance Standard 6: Culturally Responsive Teaching and Equitable Practices *The educator 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.*
Performance Standard 7: Professionalism *The educator 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.*
Performance Standard 8: Student Academic Progress *The work of the educator results in acceptable, measurable, and appropriate student academic progress.*

Performance Indicators

Performance indicators for each performance standard provide examples of observable, tangible behavior that indicate the degree to which educators are meeting each standard. This helps educators 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. The principal and educator may determine which specific indicators will be an area of focus, or may identify additional indicators that align with a specific performance standard.

Documenting Educator Performance

The role of an educator requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the educator's work.

Data Source	Definition
SMART Goals	All educators are required to identify 2 SMART Goals and strategies to achieve those goals. These goals are to be developed as follows: 1. A data-driven Student Performance Goal 2. A Professional Learning Goal These goals should stem from School Improvement Plans, student academic performance, PLC focus, and previous year's student academic progress. Through goal setting all ACPS educators will analyze and reflect on data related to their two goals. This will indicate progress towards meeting the goals, next steps for achievement of the goals, and outcomes.
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the educator performance standards. Classroom observations also may include a review of educator products or artifacts and a review of student data. Educators in their evaluation year will have two formal observations. These may be announced or unannounced, and the duration will be up to a full class period. The intention is to observe a full lesson - from inception to completion. Principals may script and/or video record some or all of the lesson to be used for the purpose of discussion with the educator. A formal observation will include a pre- and post-observation conference to first frame the observation and then discuss the outcome.

Informal Observations/ Other Data Sources	Informal observations such as learning walks are intended to provide more frequent information on a wider variety of contributions made by the educator. Evaluators are encouraged to conduct informal observations by visiting classrooms, observing instruction, and observing work in non-classroom settings such as Professional Learning Communities (PLC) or faculty meetings. These informal observations typically last between 5-15 minutes. Additional informal data sources may include, but are not limited to, conversations with students and parent feedback. Learning Walks, both of individual educators and PLCs, will be on-going throughout the school year. Educators should expect at least 5/semester. Learning Walks will be documented through an electronic system and will be used both for the EPA and for evidence related to school improvement goals as aligned with the ACPS Strategic Plan. Principals and educators will discuss trends that are being observed in informal observations and through other informal data sources.
Student Surveys	Student surveys provide information to the educator about students' perceptions of how the professional is performing. While the actual survey responses are seen *only* by the educator, reflecting on the responses with a reflective partner is suggested. Additionally, the educator may be asked to share their take-aways from the surveys with their principal as a means of determining strategies to better enhance student experiences. Student surveys will be given a minimum of once each semester of the evaluation cycle, but may be given more regularly. The survey used may be the once provided in the EPA toolkit or a survey that is mutually agreed upon between the educator and their evaluator.

Documentation Logs (optional, but recommended)	Documentation Logs provide evidence of meeting performance standards and data associated with student growth. By reflecting on authentic artifacts created in their day-to-day work educators are able to showcase their work and specific data points aligned with their goals. Documentation logs will be shared during the mid-year and final appraisal meetings between the educator and principal. Artifacts of an educator's performance can serve as valuable and insightful data sources for documenting the work that educators actually do, how they support student growth, and how they contribute to their own professional growth and development. When educators reflect on their own work as they add artifacts to a Documentation Log, it encourages them to consider their own strengths and areas for improvement as they continue to grow and improve their professional teaching practices. The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the educator with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. The Documentation Log used may be the one provided in the EPA toolkit or through a method that is mutually agreed upon between the educator and their evaluator. At a minimum, the log should include the performance standard, description of the learning activity or outcome, and a reflection. If used, Documentation Logs will be uploaded to TalentPerform prior to the final appraisal.
Self-evaluation	Self-evaluations reveal the educators' perceptions of their job performance and help educators to reflect on areas of strength and areas for improvement. While self-evaluation may occur anytime throughout the evaluation cycle, a component of reflection of the self-evaluation will occur at the final check in with your principal.

Professional Reflection Activity	Being a reflective practitioner is critical in an educator's continued development. Educators in their evaluation years will be asked to choose at least one of these activities and use a colleague, Instructional Coach, Learning Technology Integrator and/or Equity Specialist as a reflective partner. The Professional Reflection Activity should occur at a minimum of once each semester. While these activities in themselves do not serve as documentation for educator performance, the educator will be asked to reflect on their outcomes during their mid-year check in and final appraisal. **PLC Audit** Reflect on work in PLCs based on 7 levels and the DuFour or Almarode guiding questions. Use an evaluation tool with PLC colleagues to reflect on work together and adjust practices for remainder of the year **PDSA in Response to Student Feedback** Identify an area of growth or need for change based on Student Survey Select a change in practice to implement Seek feedback and complete self-reflection on impact of that change in addressing identified need **Instructional Coach/Learning Technology Integrator/Equity Specialist Observation** Identify an instructional component on which you want to focus Invite an Instructional Coach, LTI or Equity Specialist to observe you and use a feedback tool to provide usable information from the class period (for example if there is a focus on asking high order questions a coach might script the questions you ask, mark how (when, to whom) you direct questions and then meet with you to help you reflect on this focus area and identify next steps Reflect on how the observation(s) can or will inform your own instruction. **Peer Observation*** *This activity must be pre-approved by the evaluator. Novice teachers will not use this option.* Identify an instructional practice or area of growth that is a strength for a colleague. Observe the colleague and use a reflection tool to focus on this practice during the period. Identify the planning and implementation steps taken by the colleague. Reflect on how the observation(s) can or will inform your own instruction.

Definitions of Ratings

Each performance standard will be rated using the following definitions:

Category	Description	Definition
Highly Effective	The educator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the School Division's mission and goals.	Exceptional performance: • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on all student learning and the school climate • serves as a role model to others
Effective	The educator consistently meets the performance standard in a manner that is aligned with the school's mission and goals.	Proficient performance: • meets the requirements contained in the performance standard • exhibits behaviors that have a positive impact on all student learning and the school climate • demonstrates a willingness to learn and apply new skills
Approaching Effective	The educator's performance is inconsistent in meeting the established performance standard and/or working toward the school's mission and goals. The educator 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 educator's performance is lacking in a particular area (i.e., needs improvement).	Developing/needs improvement performance: • requires support in meeting the performance standard • results in less than expected quality of student performance • leads to areas for educator improvement being jointly identified and planned between the educator and evaluator
Ineffective	The educator consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: • 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

Rubrics

Performance Standard 1: Professional Knowledge
The educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of all learners by providing relevant learning experiences.

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The educator continually enriches the curriculum and serves as a role model in their knowledge of the subject matter and the pedagogy for the content and developmental needs of all students.	The educator demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The educator 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 educator 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 educator plans using the Virginia Standards of Learning, the local curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The educator 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 educator 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 educator 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 educator 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 educator 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.

Highly Effective *In addition to meeting the requirements for Effective...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The educator fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn	The educator uses a variety of research-based instructional strategies appropriate for the	The educator is inconsistent in his/her use of appropriate instructional strategies and/or in engaging	The educator fails to use appropriate instructional strategies and/or is inadequate in engaging students in active

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.	content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	students in active learning, promoting key skills, and/or meeting individual learning needs.	learning, promoting key skills, and/or meeting individual learning needs of all students.

Performance Standard 4: Assessment of/for Student Learning

The educator 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.

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The educator 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.	The educator 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.	The educator 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.	The educator 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.

Performance Standard 5: Learning Environment

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

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The educator serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The educator uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The educator is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The educator 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 educator 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.

Highly Effective *In addition to meeting*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**

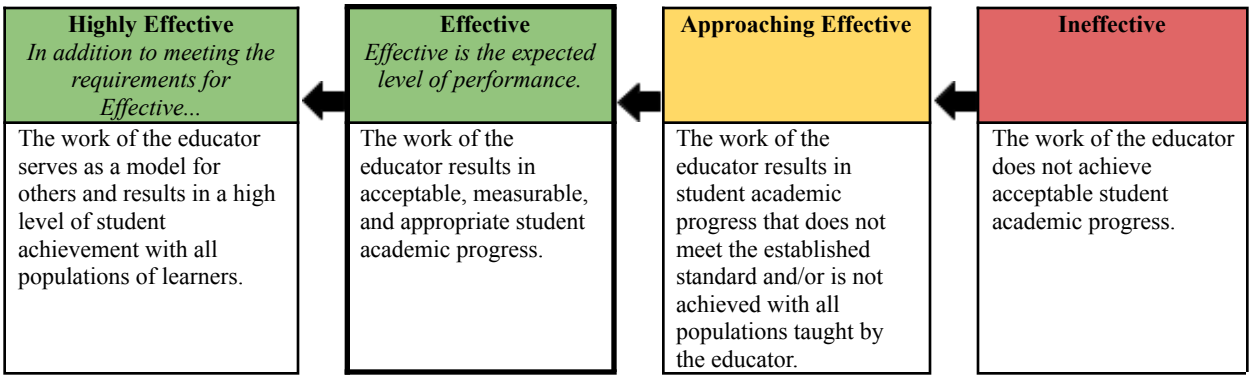
the requirements for Effective...			
The educator demonstrates and promotes respect for difference, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed strategies to support academic achievement for all students.	The educator models high expectations for all students; advances academic growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The educator 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.	The educator 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.

Performance Standard 7: Professionalism

The educator 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.

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The educator 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.	The educator 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.	The educator 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.	The educator 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.

Performance Standard 8: Student Academic Progress
The work of the educator results in acceptable, measurable, and appropriate student academic progress.



Single Summative Rating

In addition to receiving a diagnostic rating for each of the eight performance ratings, educators will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect their overall evaluation rating. 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*. While each individual performance standard is not given a numerical value, the summative score is required by the *Code of Virginia*.

Scores will be calculated using the following four point scale.

Highly Effective = 4
Effective = 3
Approaching Effective = 2
Ineffective = 1

The score for each Performance Standard will be weighted evenly.

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

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

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

Novice Educators

Albemarle County Public Schools recognizes that novice educators will begin their professional career with limited experience and will need time to develop their expertise. As such, educators in the first three years of their career will participate in ongoing professional learning activities designed specifically for novices. For the purpose of evaluation, while novice educators will be evaluated on the same performance standards as all educators, a growth model of the performance appraisal will be implemented. This model focuses on specific performance indicators that are areas of focus and practice through the Novice Teacher Network professional learning activities. The performance indicators for each of the first three years build on one another. Beginning in their fourth year, all educators will be evaluated using the Educator Performance Appraisal and will be considered in an evaluation year.

Novice Educator Performance Standards

Performance Ratings for novice educators are as follows:

Scores will be calculated using the following four point scale.

Effective = 4
Approaching Effective = 3
Needs Improvement = 2
Ineffective = 1

The score for each Performance Standard will be weighted evenly.

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

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

Rating	Range of Scores
Effective	35-40
Approaching Effective	26-34
Needs Improvement	20-25
Ineffective	10-19

Performance Improvement Plan

If an educator's performance does not meet the expectations established by the school, the educator will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support an educator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an educator whose professional practice would benefit from additional support. If an educator in a non-evaluation year is placed on a *Performance Improvement Plan* they will automatically move into the evaluation year expectations. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a rating of *Approaching Effective* on the tenured EPA on two or more performance standards; or
- a rating of *Ineffective* on one or more performance standards or an overall rating of *Ineffective*.
- for novice teachers, a *Needs Improvement* on the Novice EPA on two or more performance standards or a rating of *Ineffective* on one or more performance standards or an overall rating of *Ineffective*.

Implementation of Performance Improvement Plan

When an educator is placed on a *Performance Improvement Plan,* the evaluator must:

- provide written notification to the educator of the area(s) of concern that need(s) to be addressed;
- formulate a *Performance Improvement Plan* in conjunction with the educator;
- provide regular feedback and written documentation, and
- review the results of the *Performance Improvement Plan* with the educator within established timelines.
- Notify the Director of Talent and/or Asst. Superintendent of Organizational Development of intent.

Assistance may include, but is not limited to

- support from a professional peer or supervisor;
- conferences, classes, readings and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator will meet with the educator to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

- Sufficient improvement has been achieved; the educator is no longer on a *Performance Improvement Plan* and is rated *Effective.*
- Partial improvement has been achieved but more improvement is needed; the educator remains on a *Performance Improvement Plan* and is rated *Approaching Effective*.
- Little or no improvement has been achieved; the educator is rated *Ineffective*.

When an educator is rated *Ineffective*, the educator may be recommended for dismissal. If the educator is not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the educator is rated *Ineffective* a second time, the educator will be recommended for dismissal.

Request for Review of an *Ineffective* Rating

The educator may request a review of the evidence in relation to an *Ineffective* rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of Albemarle County Public Schools.

Appendix

Definition of Terms

Toolkit

Performance Standards with Indicators

Novie Performance Standards with Indicators

EPA Timeline

Performance Improvement Plan

Using Unified Talent Perform