



Teacher Evaluation Model

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Appendix A

Sample Indicators:

Planning

Assessment

Instruction

Safety and Learning

Communication and Community Relations

Professionalism

Appendix B

Formative Teacher Evaluation Report

(This form is not accessible online. If you would like to view this document please contact your building administrator.)

Appendix C

Summative Teacher Evaluation Report

(This form is not accessible online. If you would like to view this document please contact your building administrator.)

Appendix D

Job Description

TEACHER EVALUATION MODEL

Every child in Rockingham County Public Schools deserves to have a competent teacher at all times. To maintain this standard and to ensure that all students achieve the high standards required, an environment of respect, trust, and continuous learning for teachers and other professional staff must exist. Such an environment supports a process of evaluation that recognizes achievement, provides structured support, and provides a system of accountability that is fair to all teachers. The following information is offered as a guide for the teacher evaluation process.

Recent research and writings on teacher evaluation and improving teacher performance strongly suggest that an effective evaluation process include key elements such as collaboration, reflection, professional growth, differentiated support/growth structures, and multiple sources of documentation. The evaluation model presented here reflects this research and is based on the following belief statements:

- The primary goal of teacher evaluation is to have a positive impact on student learning and achievement.
- The evaluation process should provide opportunities for teachers to be reflective and actively involved in their own professional growth.
- The evaluation process should be consistent and support continuous learning for all teachers. Expectations should be clearly defined.
- The evaluation process should be a professional growth experience based on trust and mutual respect.
- The evaluation process should provide for differentiation based on needs and experience.
- The evaluation should be a collaborative process between the teacher and the evaluator.
- The evaluation process should allow for multiple ways of documenting skills and knowledge.

1. THE EVALUATION PROCESS

The teacher evaluation model consists of four tiers to accommodate the needs of probationary teachers, continuing contract teachers who have satisfactory performance, and any teacher, new or continuing contract, requiring improvement. All licensed personnel will receive an annual summative evaluation of their performance.

Tier 1: provides a structured process for probationary teachers to grow and improve their performance in order to impact student achievement in a positive way; requires formal and informal observations; and includes a summative evaluation each of the three years preceding continuing contract status.

Tier 2: provides for continuing contract teachers to be on a full evaluation cycle every three years.

Tier 3: provides a structured, collaboratively designed, intensive assistance plan for any teacher who needs to improve or whose performance is unsatisfactory on established criteria. Formal and informal observations, as well as an interim review and an annual summative evaluation, are required.

Tier 4: provides for an annual summative evaluation for continuing contract teachers not on the full evaluation cycle.

Each tier provides an opportunity for teachers to take responsibility for refining their own performance. Simultaneously, the tiers also provide a system of accountability for desired levels of competence and performance in the classroom necessary for student learning and achievement. This process relies heavily on an ongoing dialogue between teachers and their administrators. In a flexible but manageable way, teachers are encouraged to take risks and to improve, thereby creating a community of learners.

The process of evaluation includes the following components: 1) collection of data to document growth and/or improvement and 2) the evaluation of performance based on the five domains established in the Virginia Board of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. The evaluation goals must address the two major criteria set forth in the Code of Virginia, sections 22.1-295 (C) and 22.1-303: 1) student academic progress and 2) skills and knowledge of instructional personnel, including instructional methodology, classroom management, and subject matter knowledge. In the case of probationary or veteran teachers requiring improvement, the evaluator may require the teacher to focus on a particular area for improvement. During the data collection stage, the teacher and evaluator collect data from multiple sources. Teachers are encouraged to use a variety of strategies such as peer assistance, mentoring, and attending workshops or university classes to meet their goals. Finally, the full evaluation cycle, which includes both formative observations, conferences, and a summative evaluation, provides opportunities for the teacher and the evaluator to review the collected data together and to determine progress and/or continued need for improvement.

There are two major considerations in assessing teacher performance: 1) the specific job responsibilities and performance expectations and 2) how well the responsibilities are performed. Identified performance standards provide a clear description of job performance expectations, and a rating scale provides a way to judge the quality of the performance.

Statutory requirements for teacher evaluations do not provide for appeal through a grievance process.

See §§ 22.1-253.13:5(B) and 22.1-295(C).

The Formative Teacher Evaluation Report

The formative teacher evaluation report is to be used by the administrator to evaluate the teacher's performance in the six major categories of criteria and to improve instructional practice and student learning. The judgments made on the formative evaluation report will be based upon information gathered during the observation and upon other informal observations of the teacher's performance.

Notes Made During the Observation:

The observer should note observations and comments that document the evaluation of the teacher's performance.

Evaluation of Performance:

The evaluator checks an overall judgment of the teacher's performance related to each of the six domains. The evaluation is based upon information collected during the observation and upon other documented observations of the teacher's performance, gathered and provided data, and the performance indicators. If an area is marked as "Needs to Improve" or "Does Not Meet," written strategies for improvement of the particular criteria should be noted on the evaluation summary page.

Commendations / positive comments about performance:

The evaluator shares positive comments about the teacher's performance.

In order to improve:

Specific written strategies for improvement will be planned if the teacher has been judged as "Needs to Improve" or "Does Not Meet." Dates should be included for completing the strategies noted.

The Summative Teacher Evaluation Report

This form is used to assess the teacher's total performance on the six domains. Evaluators use data from multiple sources to determine the quality of the teacher's performance on each standard. Three distinct ratings are used, enabling evaluators to provide valuable feedback and direction to teachers whose performance requires improvement or is unsatisfactory. All licensed personnel will have an annual summative evaluation. All licensed personnel may be required to keep samples and/or portfolios of their performance (e.g., planning materials, assessment information, communication with parents, documentation of professional involvement, and documentation of an individualized growth plan) to share with the administrator. Probationary and continuing contract teachers requiring improvement will receive full evaluations annually. Continuing contract teachers with proficient performance will be on a full evaluation cycle every three years. Formal documentation is required for performance recorded as "Needs to Improve" or "Does Not Meet." The rating levels and descriptions are as follows:

Meets – teacher meets evaluation criteria at a competency level required for the position.

Needs Improvement – teacher's performance in the area of the evaluation criteria has been unsatisfactory, and improvement is needed to meet expectations.

Does Not Meet – teacher demonstrates an unacceptable level of performance.

2. INDIVIDUAL PLAN FOR IMPROVEMENT AND ASSISTANCE

When it is determined that a teacher requires assistance to meet the expected performance for the performance standards, a formal, structured, intensive assistance plan will be developed collaboratively. The plan will include the following:

- Specific areas of performance that do not meet criteria
- Strategies for improving performance
- A timeline for assistance
- Suggested resources

- Types of documentation to measure progress
- Specific dates for review with teacher and evaluator
- Signatures of the teacher and evaluator
- Procedures noted in Tier 3

At any time during this cycle, the evaluator may determine that the teacher’s performance meets the criteria and can move the teacher from the assistance plan to the appropriate tier. If it is determined at the end of the cycle that further improvement is required, the evaluator may modify or extend the plan for another cycle. If it is determined that the teacher’s performance has remained unsatisfactory, appropriate employment action shall be taken in accordance with local policy and/or the appropriate sections of the Code of Virginia.

3. TEACHER EVALUATION TIMELINE

New teachers shall be placed on full evaluation annually for the established probationary period. Continuing contract teachers with at least three consecutive years of satisfactory performance shall be placed on the full evaluation cycle at least every three years. Any teacher requiring improvement may be placed on the full evaluation cycle at any time. All teachers, regardless of the full evaluation cycle, will receive an annual summative evaluation and will participate in continuous growth activities that contribute to their teaching and student learning and achievement.

Annual Evaluation Cycle

<u>September 15</u>	All evaluators will have reviewed the procedures for evaluation with employees scheduled for evaluation (planning, reviewing, writing, and approval of growth plan objectives, as needed).
<u>October 15</u>	A formal observation and post-observation conference will have been held with each employee scheduled for full evaluation.
<u>October 16 – January 31</u>	During this period, a minimum of two additional formal observations and post-observational conferences will be held with probationary teachers and those continuing contract teachers on intensive assistance plans.
<u>March 1</u>	Final Formative and Summative Evaluation Reports for probationary teachers and those teachers on intensive assistance plans shall be delivered to the Human Resources Department.
<u>June 15</u>	Final Formative and Summative Evaluation Reports for continuing contract teachers shall be delivered to the Human Resources Department.

FREQUENCY OF EVALUATIONS

Teachers on Continuing Contract

- Annual Summative
- Full evaluation every three years
- Full evaluation cycle as warranted
- Full evaluation for RCPS transfers between schools

Teachers on Probationary Contract

- Full evaluation annually

Teachers on Intensive Assistance

- Full evaluation annually until performance becomes satisfactory or an alternative recommendation is made
- Appropriate employment action in accordance with local policy and/or the appropriate sections of the Code of Virginia

4. DATA SOURCES

A primary goal of teacher performance evaluation is to ensure student progress and continuous school improvement as set forth by School Board policies, state codes, and regulations. In order to develop a complete picture of a teacher's performance, evaluators should use broad-based, multiple sources of documentation. Observing performance in a variety of settings and collecting documentation of work that is not readily observable enhances the breadth and depth of the evaluator's knowledge. These data should be those that represent authentic measures of teacher roles and related performance. For data sources to be acceptable, they must meet the tests of logic, reliability, fairness, and legality. The data sources might include the following:

Observations: Formal and Informal, including systematic observation of teachers performing a variety of roles and responsibilities. In addition to formal and informal observations in the classroom, valuable data may be provided by observing a teacher's work with parents and colleagues, as well as, their work with other teams or committee assignments. The reliability of observation data, however, is increased when combined with supporting information from other sources, including measures of student learning.

Measures of Student Learning are vitally important in judging the effectiveness of all educators. *The Education Accountability and Quality Enhancement Act* (1990) requires that evaluation be based, in part, on "student academic progress." While the use of gains in student learning measures can be one of many useful indicators of performance, it should not serve as the sole basis for evaluating performance. Measures of student learning include, but are not limited to, the following: standardized test data, portfolios, and other performance data, course/unit pre- and post-tests, writing samples, diagnostic reading assessments, completion of course or grade level, software-based assessments, and text-based assessments. It is also important to consider contextual issues that may impact the interpretation of student learning. The issues include, but are not limited to, the following: change in daily attendance for all students or for subgroups of students; change in number of discipline referrals; remediation plans

or programs in place for students; school improvement plans; and changes in attitudinal surveys for students, staff, and parents.

Portfolio evaluation involves the systematic collection of data concerning the fulfillment of the duties or responsibilities of the teacher. It represents a unique way for teachers to display examples of accomplishments and gives them an opportunity for reflection. Specific examples for portfolios and artifacts include samples of teacher and student work, lesson and unit plans, communication to parents including newsletters, handouts from professional development activities, memberships in professional organizations, and plans for workshop development. The portfolio provides a forum for the teacher and evaluator to discuss the full scope of the teacher's responsibilities and gives the evaluator additional information that may not have been available in other forms.

Professional Activities demonstrate interest in professional growth and maintenance of current professional knowledge and practice. Self-assessment is a professional activity that encourages the teacher to reflect on personal experience and is closely related to the goal setting process. It also provides a structure to consider future goals and determine strategies for achievement. The self-evaluation process is also useful in promoting the teacher's professional development. Data from self-evaluation may not be objective enough to use in evaluating the teacher for summative purposes; however, an annual self-evaluation may be very useful in generating dialogue between the teacher and the evaluator to discuss revealed discrepancies.

Goal Setting is an important step in the evaluation process. The teacher, in conjunction with the evaluator, should set annual goals for improvement that are congruent with the division's needs/concerns and are designed to have a positive impact on student achievement. The goals may be reviewed and adjusted as necessary. The teacher reports progress on achieving the goals at regular intervals throughout the evaluation process. Indicators of goal attainment include documentation via the teacher's oral and written reports or other material that may be found in the portfolio.

5. EVALUATION FOUNDATION

Domains

A domain is a broad category of the teacher's responsibilities. Domains provide the framework for describing or classifying the primary duties assigned to a particular position. The domains selected for the teacher evaluation provide a useful way to organize the performance standards. These are:

- 1) Planning
- 2) Assessment
- 3) Instruction
- 4) Safety/Learning Environment
- 5) Communication/Community Relations
- 6) Professionalism

Performance Indicators

Performance indicators provide concrete examples of observable behaviors that are characteristic of a particular performance standard. Performance indicators are provided for each standard and are intended to do just what the name implies – indicate performance of the major responsibilities expected of the teacher. They provide greater specificity and suggest tangible actions demonstrating satisfaction of the performance

standards. The performance indicators listed in the evaluation are not intended to be inclusive, but merely to describe sample behaviors.

Evaluation Summary

Evaluators make judgments about the performance level of each performance standard based on documentation from multiple sources. Domains identify major categories of work, and performance indicators serve as examples of behaviors that will be observed or documented. All applicable performance indicators (for a particular work assignment) must be fulfilled in order for an employee to meet job expectations and receive a satisfactory evaluation.

6. STUDENT ACHIEVEMENT AND TEACHER EVALUATION

The primary goal of teacher evaluation is to have a positive impact on student learning and achievement. Therefore, it is very important to identify and use reasonable and appropriate ways to integrate student learning in the overall evaluation process for teachers. It has been well-documented that students enter school at different levels of preparation for learning. Student populations are frequently very diverse and within that diversity are variables that impact learning which are beyond the control of the teacher. These variables include, but are not limited to, high mobility rates, high student absenteeism, family situations resulting in high numbers of students on free or reduced lunch, growing numbers of homeless students, and growing numbers of students whose first language is not English. Teachers do not use these variables as excuses and work extremely hard to ensure that every child learns. Teachers understand that while these variables impact preparation and pace of learning, they do not necessarily impact the ability of children to learn.

As with other sources of documentation used in the evaluation process, student learning and achievement data present only one piece of the total picture that informs us about teacher performance. As a result, it is imperative that the use of student achievement data not be used as the *sole source* of evaluating teacher performance and that this data *not be used in isolation* from other relevant data that measure the quality of teacher performance. The use of multiple sources of documentation tends to produce a more accurate picture of performance, areas of strength, and areas for growth.

Just as multiple sources of documentation present a more accurate picture of teacher performance, multiple sources of data also present a more accurate picture of student growth and achievement. The use of standardized achievement tests as the *sole* indicator of achievement is inappropriate for both the teacher and the student. It is just as important to consider teacher-made tests, pre/post-tests that demonstrate growth, course grades, quizzes, samples of student work with teacher comment or analysis, and other measures of student growth and achievement.

Instructional practices that promote student growth/achievement provide another source of data that helps to integrate student learning into the teacher evaluation process. Evaluators may observe: evidence of teacher feedback to students; use of data to make instructional decisions about student growth; improvement plans for students; use of different ways for students to demonstrate mastery such as portfolios, demonstrations, special projects, or use of technology; and use of appropriate instructional strategies to accommodate different student learning styles.

TEACHER EVALUATION

Tier 1: Structured Plan for Probationary Teachers

Goal: To provide a structured process for probationary teachers to grow and improve their performance in order to impact student achievement in a positive way.

Procedures:

- An orientation is held by September 15th between the evaluator and probationary teacher to explain the evaluation process and the goals from the Annual School Plan.
- A minimum of three formal classroom observations will be conducted in accordance with school division guidelines and timeframes.
- A follow-up conference, with written commendations and recommendations, will be held following the observations.
- If improvement is needed, a plan for improvement will be designed collaboratively.
- A summative evaluation conference and report will be completed.

Tier 2: Professional Plan for Continuing Contract Teachers on Full Evaluation Cycle

Goal: To provide an opportunity for continuing contract teachers with satisfactory performance to continue to demonstrate proficient performance through full evaluation on a three-year cycle.

Procedures:

- A minimum of two formal classroom observations will be conducted in accordance with school division guidelines and timeframes.
- A follow-up conference, with written commendations and recommendations, will be held following the observations.
- A summary conference will be held to discuss accomplishment of goals and to set goals for the future.
- A summative evaluation will occur in accordance with the established timeframes.

Tier 3: Structured and Intensive Assistance Plan for Teachers

Goal: To provide a structured, collaboratively developed, intensive assistance plan for any teacher requiring improvement or whose performance is unsatisfactory in established criteria.

Procedures:

Structured and Intensive Assistance

May be invoked by the principal when deemed appropriate.

- Before placing an employee on the structured intensive support plan, the principal will notify the Assistant Superintendent of Instruction and the Director of Human Resources.

- The principal will notify the teacher in writing of specific, clearly defined reasons for placing the person on intensive support. A copy of the notification should be sent to the Assistant Superintendent and the Director of Human Resources.
- After the formal notification of the need for intensive assistance, the principal and the teacher will work collaboratively to plan a system of support. The Assistant Superintendent of Instruction, Director of Human Resources and other Central Office Administrators may be part of this collaborative process.
- The plan will include the specific areas of concern, the strategies for improvement, a timeline, benchmarks, and resources needed.
- A minimum of three formal observations will be conducted in accordance with school division guidelines.
- A post observation conference will be held with the teacher during which progress will be discussed and provided to the teacher in writing.
- If teacher performance is satisfactory, the principal may move the teacher to the appropriate tier.
- If performance remains unsatisfactory, the principal may make a recommendation regarding continued employment to meet local and state requirements and to comply with procedural protection required by law.

Tier 4: Professional Plan for Continuing Contract Teachers Not on Full Evaluation Cycle

Goal: To provide annual evaluation of all licensed personnel.

Procedures:

- Formal observations are not required for those meeting all domains satisfactorily.
- A summative evaluation and conference will occur in accordance with the established timeframes.
- All teachers may be required to keep samples and/or portfolios of their performance (e.g., planning materials, assessment information, communication with parents, documentation of professional involvement and documentation of an individualized growth plan to share with the administrator.

Planning Indicators

The Teacher....

- designs coherent instruction based upon a lesson plan, knowledge of subject matter, current instructional practices, students, the community, and curriculum goals.
- plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Additional Planning Indicators

The Teacher....

- bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- links objectives for instruction to prior student learning.
- reflects the goals and needs of the school and community in planning.
- uses available resources to link student learning to the community.
- matches content/skills taught to overall curriculum scope and sequence.
- 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.
- demonstrates evidence of planning and preparation to allow smooth transition from activity to activity.
- plans instruction appropriate to the developmental level and needs of students.
- demonstrates knowledge of resources and methods appropriate to serving students with special learning needs.
- arranges/adapts classroom setting to accommodate individual and group learning needs.

Assessment Indicators

The Teacher....

- diagnoses individual, group, and program needs, and plans for the appropriate use of time, materials, and resources to match the abilities and needs of all students.
- uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.
- identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Additional Assessment Indicators

The Teacher....

- assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- is sensitive and responsive to the diversity of individuals and groups within the classroom.
- monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- utilizes multiple assessment practices congruent with instructional goals both in content and process.
- effectively uses both teacher-made and standardized tests as appropriate.
- uses student products as a source for assessment and instructional decisions.
- demonstrates competence in the use of acceptable grading practices in recording and reporting student achievement.
- maintains and uses organized records of student progress for instructional decisions.
- communicates high 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.
- incorporates strategies to prepare students for SOL and standardized testing.
- uses school, class, and student assessment feedback to monitor and adjust instruction.

Instruction Indicators

The Teacher....

- demonstrates an understanding of curriculum, subject, and current instructional practices.
- differentiates instruction to meet diverse student needs.
- uses technology and resources to promote critical thinking, problem solving, and performance skills.
- actively engages students in learning.

Additional Instruction Indicators

The Teacher....

- communicates a belief that all students can learn.
- exhibits an understanding of and ability to explain the subject area(s) taught.
- uses appropriate literature and current resources and materials in the subject area(s).
- encourages problem solving 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.
- provides clear and concise explanations of lessons.
- checks for understanding with questions, review activities, and various assessment strategies.
- 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 review 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.
- 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.
- develops readiness for learning.
- teaches to the objective of the lesson.

- models/demonstrates skill/concept being taught through a variety of activities.
- provides guided practice to reinforce learning.
- checks for understanding.
- provides independent practice activities.
- summarizes and provides closure to the lesson.
- solicits comments, questions, examples, and other contributions from students throughout the lesson.
- uses questioning strategies effectively.
- responds positively to student questions and active engagement.
- implements instructional opportunities in which students are interacting with ideas, materials, etc.
- reteaches 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.

Safety and Learning Environment Indicators

The Teacher...

- implements a discipline policy that supports the school-wide discipline program and fosters a safe and positive environment.
- teacher manages classroom procedures to maximize academic learning time.
- ensures the adequate supervision of students
- establishes and maintains rapport with students while also maintaining appropriate professional boundaries.

Additional Safety and Learning Environment Indicators

The Teacher...

- 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.
- follows procedures outlined in the Safe School Plan.
- communicates information to substitutes regarding special needs of individual students.
- 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 material readily available to allow for the smooth flow of instruction.
- treats students with respect.
- communicates personal enthusiasm for learning.
- models trustworthiness, citizenship, respect, responsibility, caring, fairness, humor, courtesy, 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.
- 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.

- is readily available to all students under his/her supervision.
- supervises students during transitional times.
- assumes responsibility for the safety of all students as appropriate.
- consistently provides supervision to all students during all school activities.

Communication and Community Relations Indicators

The Teacher...

- models acceptable conduct and written and oral expression.
- develops and sustains partnerships with families to promote student learning.
- works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Additional Communication and Community Relations Indicators

The Teacher...

- 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.
- 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.
- participates in school functions and parent/teacher activities.
- 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.

Professionalism Indicators

The Teacher...

- models acceptable professional, moral, and ethical standards as well as personal integrity at all times, serving as a role model.
- takes responsibility for and participates in professional development activities.
- makes a positive contribution to the overall climate of the school and division.
- complies with and supports school and division regulations and policies.

Additional Professionalism Indicators

The Teacher...

- 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.
- participates in professional growth activities including conferences, workshops, course work, division inservice, 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.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices.
- collaborates with colleagues to improve and enhance instructional knowledge and skills.
- maintains proper licensure and certification.
- 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 classrooms 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.
- selects appropriate channels for resolving concerns/problems.
- serves on school, 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.
- stays informed of school policies and regulations.
- adheres to school board regulations and policies.

**ROCKINGHAM COUNTY PUBLIC SCHOOLS
POSITION DESCRIPTION**

JOB TITLE: Teacher	LOCATION: All Schools Within Division
	JOB CATEGORY: Non-Classified
IMMEDIATE SUPERVISOR: Building Administrator(s)	PAY GRADE: Teacher
	FLSA STATUS: Exempt

GENERAL DEFINITION AND CONDITIONS OF WORK

Performs complex professional work, providing teaching and/or training services to students in general instruction or in a specialized subject or assigned group of subjects; motivates students to develop skills in assigned subject matters; performs related work as required. Works with general supervision. Limited supervision may be exercised over assigned paraprofessionals.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- ◆ Maintains and respects confidentiality of student and school personnel information;
- ◆ Meets and instructs the students(s) in assigned locations and at the designated times;
- ◆ Designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals;
- ◆ Plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines;
- ◆ Prepares for classes assigned and shows evidence of lesson preparation upon request of the building administrator(s);
- ◆ Diagnoses individual, group, and program needs and plans for the appropriate use of time, materials, and resources to match the ability and needs of all students;
- ◆ Evaluates students' progress; provides students with specific evaluative feedback; maintains appropriate records and prepares progress reports;
- ◆ Uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning;
- ◆ Administers standardized tests in accordance with established procedures;
- ◆ Identifies and communicates specific student performance expectations; documents student learning gains using appropriate assessment instruments;
- ◆ Demonstrates an understanding of curriculum, subject, and current instructional practices;
- ◆ Creates learning experiences that make the subject matter meaningful for all students;
- ◆ Understands that students differ in their learning styles and differentiates instruction to meet diverse student needs;
- ◆ Uses appropriate materials, technology, and resources in a manner that promotes the development of critical thinking, problem solving, and performance skills;
- ◆ Selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning;
- ◆ Implements a classroom management policy that fosters a safe and positive environment for all students and staff;

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- ◆ Ensures the adequate and safe supervision of students;
- ◆ Manages classroom procedures to maximize academic learning time;
- ◆ Establishes and maintains positive rapport with students;
- ◆ Motivates students to achieve maximum potential;
- ◆ Creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation;
- ◆ Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- ◆ Reports any pertinent information to the building administrators in case of child endangerment, neglect, or abuse;
- ◆ Uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom;
- ◆ Works collaboratively with staff, families, and community resources to support the success of a diverse student population;
- ◆ Models professional, moral, and ethical standards as well as personal integrity in all interactions;
- ◆ Takes responsibility for and participates in a meaningful and continuous process of professional development;
- ◆ Maintains licensure at the state and/or national level; assumes responsibility for professional growth and keeps materials, supplies, and skills up-to-date;
- ◆ Works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning;
- ◆ Provides service to the profession, the division, and the community;
- ◆ Complies with and supports school and division regulations and policies;
- ◆ Communicates with students, student counselors, and parents through conferences and other means;
- ◆ Participates in curriculum development, faculty committees, and student activity sponsorship, as requested;
- ◆ Assumes responsibilities outside the classroom as they relate to school;
- ◆ Models non-discriminatory practices in all activities;
- ◆ Performs related duties as assigned by the building administrator(s) in accordance with the school/division policies and practices.

KNOWLEDGE, SKILLS, AND ABILITIES

Thorough knowledge of subject(s) taught; thorough knowledge of elementary, secondary or special education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of school division rules, regulations and procedures; ability to establish and maintain standards of behavior; ability to deliver articulate oral presentations and written reports; ability to establish and maintain effective working relationships with staff, students, administration, and parents.

EDUCATION AND EXPERIENCE

Candidate must be a graduate of an accredited college or university and possess or be eligible to acquire appropriate license(s) and/or endorsement(s) for position as required by the Commonwealth of Virginia and School Board.

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SPECIAL REQUIREMENTS

Candidates must possess demonstrated leadership qualities and personal characteristics necessary for working effectively with students, staff, administrators, and parents. Candidate must possess good moral character.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria; auditorium; and recreational areas. Frequent walking, standing, stooping, lifting, up to approximately 30 pounds, and occasional lifting of equipment and/or materials weighing up to approximately 40 pounds may be required. Other limited physical activities may be required. Occasional travel with students on field trips may be necessary. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions, noise and hazards. Occasional movement of students by wheelchairs and other mechanical devices may be required. Regular instruction to special needs children may be necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities by building administrator(s).

School Board Approved
8/14/01