

Radford City Schools

Teacher's Evaluation Handbook



PERFORMANCE EVALUATION COMMITTEE
Spring 2006

Ken Alderman	Belle Heth Elementary School	Principal
Mike Brown	Radford High School	Teacher - Drafting
Karen DeLuca	McHarg Elementary School	Teacher- Kg
Rex Gearheart	Radford High School	Assistant Principal
Dr. Mark Y. Lineburg	Radford High School	Principal
Kim Lockett	Belle Heth Elementary School	Teacher – Grade 5
Larry Price	McHarg Elementary School	Principal
Dr. B. Keith Rowland	Central Office	Director of Elem. Ed.
Jeff Smith	Dalton Intermediate School	Principal
Rita Weimer	Dalton Intermediate School	Teacher - Math

Philosophy

It is the belief of this committee that the evaluation process should:

1. Promote professional and personal growth.
2. Utilize various techniques to assess teacher performance.
3. Promote a partnership between teachers and school administrators.
4. Be an accurate and fair assessment of a teacher's instructional performance and professional responsibility.
5. Encourage self-directed growth of teachers through reflections.
6. Provide an opportunity for teachers to participate in the development of a growth plan.
7. Emphasize strengths, identify areas needing improvement, and provide direction for improvement.
8. Recognize excellence in teaching, guide improvement, and provide direction for improvement.

Purpose

Evaluation shall be a requirement for all personnel in the Radford City School Division.

Evaluation of professional employees shall be a cooperative and continuing process performed on an annual basis. The results of the evaluation shall be in writing, dated and signed by the evaluator and the person being evaluated, and a copy shall be submitted to the appropriate Supervisor. After review, the Supervisor will place a copy in the employee's personnel file located at the central office.

The purpose of evaluation is:

1. To raise the quality of instruction and educational service to the children and community.
2. To raise standards of the division as a whole.
3. To allow the individual to grow and improve.

4. To coordinate individual goal setting with Radford City Public Schools plans and policies.
5. To communicate with the teacher about instructional and other job-related performance.

Process for Evaluating Teachers on Continuing Contract

Professional staff will rotate so that a certified teacher is on full evaluation every third year. Probationary teachers are fully evaluated each year. A teacher will be placed on probationary status for three years if he/she is a beginning teacher or for one year if he/she is new to the division and had previously earned continuing status in another school division. Probationary teacher evaluations will follow the same steps and procedures as any teacher on full evaluation. Teachers not on full evaluation will be on monitor status.

A change in school assignment will not affect the placement of a teacher within the evaluation cycle; evaluation folders will be transferred with the teacher if they move to another school within the school division. It will be up to the new principal to communicate with the former principal to determine the appropriate placement on the evaluation cycle.

Each year the evaluation process begins with each teacher establishing at least one Instructional Performance Goal and one Professional Performance Goal for the upcoming school year. Once the goals have been determined, they will be submitted to the building level principal, using the Performance Goals Form (Appendix A) for approval. The principal will review the goals and either approve them or schedule a conference with the teacher to make suggestions or ask for clarification. The goals established by the teachers should follow the procedures set forth in the Guidelines for Goal Setting (Appendix B).

Teachers on full evaluation will be formally observed at least twice during the school year with a formal summative evaluation by May 30 of each year. Both formal observations will be unannounced. In addition to formal observations, informal observations, including drop-in visits and walk-throughs, are at the discretion of the evaluator and may be used in the evaluation process. Any documentation that will be used in the teacher's summative evaluation must be dated and a copy given to the teacher. The evaluator shall conference with the teacher following each formal observation. The observer must use the Radford City School's observation form to document all formal observations (Appendix C). Two copies of each observation will be created. One copy will be maintained in the teacher's evaluation folder, housed at his/her assigned school, and one copy will be given to the teacher.

As an alternative to the traditional full evaluation process, a teacher on continuing contract may choose a self guided evaluation. In order to qualify for this alternative, the teacher must have a history of excellent evaluations in addition to the approval of the building level

administrator. For the self guided evaluation, a plan must be written by the teacher and approved by the building administrator. The plan will be evaluated for completion by May 30. This option would be completed in lieu of the traditional full evaluation process. A continuing contract teacher may not choose this method of evaluation for two consecutive full evaluation cycles.

Professional staff not on full evaluation status will be on monitor status. Those teachers will be informally observed throughout the year. Informal observations, including drop-in visits and walk-throughs, are at the discretion of the evaluator and may be used in the evaluation process. In addition, all teachers on monitor status must participate in a summative evaluation conference with the principal. The monitor status template will be used as a self-evaluation tool by the teacher to compare with the summative evaluation that the principal completed using the same form. A copy of both forms will be given to the teacher, principal and to central office. Any documents that will be used in the monitor evaluation process must be dated and a copy provided for the teacher.

Summative Teacher Evaluations must be completed by May 30 of each year for all certified staff members, including those choosing the self guided option. The evaluator must utilize the Radford City School's Summative Evaluation Form (Appendix E) for those staff members on full evaluation and the Monitor Evaluation Form (Appendix D) for those on monitor status to document the summative evaluation conference. The evaluator will conference with the teacher to discuss the teacher's performance for the year, review professional goals, and discuss goals for the following year. Three copies of each evaluation will be created. One copy will be maintained in the teacher's evaluation folder, housed at their assigned school, one copy will be given to the teacher, and one copy will be forwarded to the Assistant Superintendent for review and to become a part of the teacher's personnel file.

If at any time a teacher is identified as needing assistance or is placed on probation, an Individual Improvement Plan (Appendix F) will be mutually developed by the teacher, evaluator, and Assistant Superintendent of Instruction. **The formal evaluation of any teacher on an Individual Improvement Plan must be completed by March 15 unless otherwise specified in the Individual Improvement Plan.**

A timeline for completing the evaluation process for continuing contract teachers has been established. Evaluators will be expected to adhere to the dates in the timeline.

Exemplary Expectations	Performance is exemplary the entire in Rating Scale	Must present documentation to supervising administrator
Exceeds Expectations	Performance is above required expectations and standards	
Meets Expectations	Performance meets expectations	

	and teacher competence.	
Needs Improvement	Performance needs improvement	Mentoring required
Unsatisfactory	Performance is not acceptable	Growth plan required

Evaluation Timeline for Teachers on Full Evaluation

Full Evaluation Year	Date to be completed
Teacher establishes and submits Instructional and Professional Performance Goals to their evaluator	September 15
Evaluator reviews each teacher's Instructional and Professional Performance Goals ¹	September 15 - September 30
Evaluator conferences with the teacher choosing self guided evaluation	September 30
Evaluator completes formal observations and post observation conferences	September 30 – May 15
Evaluator completes Summative Teacher Evaluation, including those choosing self guided evaluation process	May 30

Evaluation Timeline for Teachers on Monitor Status

Monitor Status	Date to be completed
Teachers establish and submit Instructional and Professional Performance Goals to their evaluator	September 15
Evaluator reviews each teacher's Instructional and Professional Performance Goals	September 15 - September 30
Evaluator conferences with the teacher ²	September 30

¹ A conference is only necessary if the evaluator wishes to discuss the goals established by the teacher.

² Ibid.

Adopted 4/27/06

Revised 5/26/09

Revised 11/9/10

Revised 8/31/11

Evaluator conducts formal classroom visit throughout the school year	May 15
Evaluator completes Monitor Evaluation Form	May 30

Appendices

Appendix A

RADFORD CITY SCHOOLS

PERFORMANCE GOALS FORM

Teacher: _____ School: _____ School Year: _____

Teacher: Please list one or more performance goals for the school year. Goals should address instructional and professional performance areas. If you have an Individual Improvement Plan, the plan must be included in the goals statement.

Instructional Performance Goal(s)

Professional Performance Goal(s)

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix B

RADFORD CITY SCHOOLS GUIDELINES FOR PERFORMANCE GOAL SETTING

Goal setting is an informal process to foster the professional growth of teachers. The following guidelines have been established to facilitate the process:

1. All teachers will submit at least one goal of instructional performance and one goal of professional performance growth to their evaluator by September 15. The goals must be submitted using the Performance Goal Form.
2. The evaluator will review the performance goals submitted by the teacher to ensure the teacher is addressing the appropriate areas. A goal setting conference will be held between the evaluator and teacher in the event that the evaluator does not agree with or would like to make suggestions regarding the goals submitted.
3. The goal-setting conferences will be mutually scheduled by the evaluator and teacher and must take place by September 30 of each school year, if necessary.
4. Newly employed teachers will hold a goal-setting conference with an evaluator within 45 working days of employment.
5. In order to select the proper performance goals, teachers should review the evaluation criteria and reflect on their teaching performance based on those areas.

Examples:

Instructional Performance Goals could include but not be limited to:

- By spring of 2007, 80 percent of the students in the class will be reading at or above grade level as measured by the PALS test.

- Students in Earth Science will become more actively involved in the class by the teacher providing more and varied laboratory experiences. Students will be provided a minimum of one lab activity per week for 36 weeks.

Professional Performance Goals could include but not be limited to:

- During the 2006-07 school year I will participate in at least two professional development activities designed to assist me in improving student achievement.
- During the 2006-07 school year I will attend classes designed to increase my knowledge and expertise in the area of differentiation.

Appendix C

RADFORD CITY C SCHOOLS TEACHER OBSERVATION RECORD: FULL EVALUATION

Teacher
Subject

Date
Time of Observation

Indicators from the Professional Staff Evaluation Form include:

- | | | |
|--|--------------------|--------------------------------|
| A. Planning/Assessment | B. Instruction | C. School/Classroom Management |
| D. Communication and Community Relations | E. Professionalism | |

SOL(s) Targeted:

Objectives:

A. Planning/Assessment

Commendations

Recommendations

Concerns

B. Instruction

Commendations

Recommendations

Concerns

C. School/Classroom Management

Commendations

Recommendations

Concerns

D. Communication and Community Relations

Commendations

Recommendations

Concerns

E. Professionalism

Commendations

Recommendations

Concerns

Teacher's signature: _____
(Observation has been read and discussed with the evaluator; does not necessarily indicate agreement.)

Evaluator's signature: _____

Distribution:

Original	Personnel File
Copy	Evaluator
Copy	Teacher

Appendix D
RADFORD CITY SCHOOLS
Teacher Evaluation Form – Monitor Status

Teacher _____ Assignment/Grade _____
School _____ School Year _____

Using the scale provided below, the teacher and administrator are required to evaluate the performance for the year.

Rating:

- (EE) Exemplary Expectations:** Performance is exemplary the entire instructional day.
- (E) Exceeds Expectations:** Performance is above required expectations and standards
- (M) Meets Expectations:** Performance meets expectations and teacher competence.
- (N) Needs Improvement:** Performance needs improvement
- (U) Unsatisfactory:** Performance is not acceptable

Observation Criteria	Teacher Self Evaluation	Administrator Evaluation	Comments
Planning/ Assessment			
Instruction			
Safety/ Classroom Management			
Communication /Community Relations			
Professionalism			

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(Signature does not indicate agreement)

Distribution:

Original Evaluator

Adopted: 4/27/06
Revised 5/26/09
Revised 8/31/11

Copy Teacher

Appendix E

RADFORD CITY PUBLIC SCHOOLS Summative Evaluation Form

Teacher _____ Assignment/Grade _____

School _____ School Year _____

Contract Status: Continuing _____ Probationary _____

Evaluation Cycle: Full _____

Instructions: This evaluation must be based on teacher observations and other documents collected throughout the evaluation cycle. Rate each area of evaluation and write a supporting statement based on the teacher's performance on the listed indicators.

Attach additional supporting statements as needed.

Rating:

- | | |
|-------------------------------------|---|
| (EE) Exemplary Expectations: | Performance is exemplary the entire instructional day. |
| (F) Exceeds Expectations: | Performance is above required expectations and standards. |
| (M) Meets Expectations: | Performance meets expectations and teacher competence. |
| (N) Needs Improvement: | Performance needs improvement. |
| (U) Unsatisfactory: | Performance is not acceptable. |

A. Planning/Assessment

Rating _____

- The teacher designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals.
- The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
- 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.
- The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.
- The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

Supporting Statement: _____

B. Instruction

Rating _____

- The teacher demonstrates an understanding of curriculum, subject, and current instructional practices.
- The teacher 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 students' needs.
- The teacher uses appropriate materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills.
- 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.

Supporting Statement: _____

C. Safety and Classroom Management

Rating _____

- The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.
- The teacher manages classroom procedures to maximize academic learning time.
- The teacher establishes and maintains rapport with students.
- The teacher creates a supportive learning environment for all students that encourage social interaction, active engagement in learning, and self-motivation.
- The teacher ensures the adequate supervision of students.

Supporting Statement: _____

D. Communication and Community Relations

Rating _____

- The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.
- The teacher develops partnerships with families to promote student learning at home and in the school.
- The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.

Supporting Statement: _____

E. Professionalism

Rating _____

- The teacher models professional, moral, and ethical standards as well as personal integrity at all times.
- The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- The teacher provides service to the profession, the division, and the community.
- The teacher complies with and supports school and division regulations and policies.

Supporting Statement: _____

Recommendation:

- ____ Continue Employment
- ____ Improvement Plan
- ____ Dismissal

Evaluator's Comments: _____

Teacher's Comments: _____

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Note: The signature of the teacher indicates that the results of the evaluation have been discussed in a conference and that the teacher has received a copy of the evaluation. It does not necessarily indicate agreement.

Distribution:

Original	Personnel File
Copy	Evaluator
Copy	Teacher

**RADFORD CITY PUBLIC SCHOOLS
TEACHER EVALUATION CRITERIA AND
PERFORMANCE INDICATORS**

PLANNING AND ASSESSMENT

- A. The teacher designs coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals.**

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.
- connects computer activities to natural and logical applications in the curriculum.

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

The teacher:

- 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.
- integrates the use of technology in lesson plans.

- C. 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.**

The teacher:

- plans instruction appropriate to the developmental level and needs of students.
- demonstrates knowledge of resources and methods appropriate to serving students with special needs.
- arranges/adapts the classroom setting to accommodate individual and group learning needs.
- 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.

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

The teacher:

- 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.
- 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.
- maintains and uses organized records of student progress for instructional decisions.
- utilizes technology for assessment as appropriate.

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

The teacher:

- communicates high expectations for learning and behavior to students and parents.
- uses pre-assessment data in developing expectations for students as a basis for documenting learning gains.
- provides prompts and meaningful feedback to students about progress
- prepares tests that reflect the academic content studies.
- incorporates strategies to prepare students for SOL and standardized testing.
- uses school, class, and student assessment to monitor and adjust instruction.

INSTRUCTION

A. The teacher demonstrates an understanding of curriculum, subject, and current instructional practices.

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).
- exhibits continuous learning, enthusiasm, and interest in technology.
- encourages problem solving and critical thinking of students.
- modifies instruction to make topics relevant to students' lives and experiences.
- demonstrates ability to maintain students' attention and to recapture it as necessary.
- provides clear and concise explanations of lessons.
- checks for understanding with questions, reviews activities, and various

assessment strategies.

B. The teacher 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 students' needs.

The teacher:

- 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.
- demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.
- incorporates the career education concept when appropriate.

C. The teacher uses appropriate materials, technology, and resources to promote the development of critical thinking, problem solving, and performance skills.

The teacher:

- 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.

D. 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.

The teacher:

- develops readiness for learning.
- teaches to the objective of the lesson.
- models/demonstrates the 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 (provides sufficient wait-time, prompting a learner who has difficulty answering correctly, redirecting questions).
- responds positively to student questions and active engagement.
- implements instructional opportunities in which students are interacting with peers, ideas, materials, technology, etc.
- reviews material and/or accelerates instruction based on assessment to pace instruction appropriately for interests and engagement.
- implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning.

SAFETY AND LEARNING ENVIRONMENT

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

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 School Crisis Management Plan.
- communicates to substitutes information regarding special needs of individual students.

B. The teacher manages classroom procedures to maximize academic learning time.

The teacher:

- plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning.
- has all material readily available to allow for the smooth flow of instruction.
- creates and maintains a physical setting that minimizes disruption and promotes learning and safety.
- handles administrative routines quickly and efficiently.
- structures transitions in an efficient and constructive manner.

C. The teacher establishes and maintains rapport with students.

The teacher:

- 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 settings.

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

The teacher:

- encourages students to respect themselves and others.
- communicates clear expectations for appropriate interactions among students.
- models enthusiasm for and engagement in learning.
- encourages students' feeling 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.

E. The teacher ensures the adequate supervision of students.

The teacher:

- 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.
- provides consistent supervision to all students during all school activities.
- provides adequate supervision and provides processes to facilitate the appropriate and safe use of technology.

COMMUNICATION AND COMMUNITY RELATIONS

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

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.

B. The teacher develops partnerships with families to promote student learning at home and in the school.

The teacher:

- responds promptly to parental concerns.
- demonstrates flexibility in planning meetings with parents.
- 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 childrens' education.
- participates in school functions and parent/teacher activities.

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

The teacher:

- 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 the identified needs of individual students and groups of students.

PROFESSIONALISM

A. The teacher models professional, moral, and ethical standards as well as personal integrity at all times.

The teacher:

- relates to colleagues, parents, and others in an ethical and professional manner and serves as a role model.
- 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.
- is regular in attendance and punctual for assignments.
- submits accurate reports on time without reminders.

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

The teacher:

- participates in professional growth activities including conferences, workshops, coursework, division in-service, 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.

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

The teacher:

- 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 extracurricular 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.

D. The teacher provides service to the profession, the division, and the community.

The teacher:

- 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.

E. The teacher complies with and supports school and division regulations and policies.

The teacher:

- stays informed of school policies and regulations.
- adheres to school board regulations and policies.
- is familiar with the regulations contained in the faculty and student handbooks, the Radford City School Board Policy Manual, and the Virginia Standards of Learning.
- demonstrates an understanding of copyrighted material as it applies to technology

Appendix F

Radford City Public Schools
Employee Improvement Plan

DRAFT

Employee on Improvement Plan _____

Date _____

Employee's Job Title _____

Work Location _____

Evaluator/Supervisor _____

(Additional copies of this form may be used if there are multiple issues.)

Statement of Problem:

Statement of Required Change:

How will this change be measured?

What is the timeline for the required change?

What is the date of the next conference to monitor progress?

Who will monitor this Improvement Plan?

What resources or support, if any, will be given to this employee to impact a positive outcome?

*By my signature as the Employee, I indicate that I received a copy of this Improvement Plan.
I further understand that the goal of this plan is **sustained improvement** in the required change noted above.*

Signature of Employee on Improvement Plan

Signature of Evaluator/Supervisor

Date

Date

bhg 8-31-2011