

Woodgrove High School

Purcellville, Virginia



Prepared for

Southern Association of Colleges and Schools Council on Accreditation and School Improvement
Spring 2013

Standard 2
Indicator 2.6



Loudoun County Public Schools
Administration Building 21000 Education Court
Ashburn, VA 20148

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.



Description:
LCPS Professional Development Policy

POLICY

§7-31

PERSONNEL

ACTIVITIES

§7-31 Professional Development

The Division Superintendent or his/her designee is directed to provide high quality professional development for all instructional staff in accordance with [§22.1-253.13:5](#) of the Code of Virginia. As an integral component of the comprehensive plans required by [§22.1-253.13.6](#), high quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals shall be included. All instructional personnel shall participate each year in these professional development programs.

Legal Reference: Code of Virginia [§22.1-253.13:5](#)



Description:
Performance Standards for Teachers 2012-2013 (Selected Pages)

TEACHER

EVALUATION PROCEDURES



LOUDOUN COUNTY PUBLIC SCHOOLS
Ashburn, Virginia
2012-2013



Loudoun County Public Schools
Administration Building 21000 Education Court
Ashburn, VA 20148

PERFORMANCE STANDARDS FOR TEACHERS

1. Professional Knowledge

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

- Has a broad and growing command of relevant subject matter, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.
- Understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.
- Integrates key content elements and facilitates students’ use of Higher level thinking skills during instruction.
- Understands and exhibits a working knowledge of the governing policies of the educational profession.
- Stays abreast of and uses current research, diverse perspectives, and new strategies within the discipline(s) taught.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group to diversify the learning environment.

Rubric

<p>4-Accomplished In addition to meeting the standard, the work of the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</p>	<p>3-Proficient The work of the teacher displays a working knowledge of concepts in the curriculum, how they relate to each other, and uses instructional strategies which reflect an understanding of relevant learning experiences.</p>	<p>2-Developing/Needs Improvement The work of the teacher does not consistently demonstrate an understanding of the curriculum, content, and student development and/or lacks fluidity in using the knowledge in practice.</p>	<p>1-Unsatisfactory The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</p>
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2012 – 2013

PERFORMANCE STANDARDS FOR TEACHERS (Con't)

2. Instructional Planning

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

- Uses prescribed curriculum guides, objectives, student learning data, and the I.E.P. (if applicable) to develop and guide long-range goals and daily lesson plans which relate to the needs, abilities, and interests of students.
- Organizes lessons in a logical, sequential order to provide a stimulating and varied program of learning.
- Ensures active engagement of student learning by selecting, evaluating, and refining a variety of teaching methods and instructional strategies.
- Plans time appropriately for pacing instruction, transitioning of activities, student demonstration of content mastery and lesson summary.
- Promotes the development of critical thinking, problem solving, and performance skills through the use of comprehensive materials, resources, and technology.

Rubric

<p>4-Accomplished In addition to meeting the standard, the teacher actively seeks and uses resources and alternative data as well as consistently differentiating instructional plans to meet the needs of students.</p>	<p>3-Proficient The teacher's instructional plans demonstrate alignment with the Virginia Standards of Learning and reflect a familiarity with a range of instructional strategies resources, and the use of data to meet the needs of all students.</p>	<p>2-Developing/Needs Improvement The teacher's instructional plans do not consistently align with the Virginia Standards of Learning and/or reflect a limited range of approaches to instructional delivery or to meeting the needs of students.</p>	<p>1-Unsatisfactory The teacher's instructional plans are incomplete and/or do not indicate an understanding of approaches appropriate to student learning.</p>
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2012 – 2013

**Teacher Summative Performance Report
Evaluation Form (Updated 5/15/12)**

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

- Has a broad and growing command of relevant subject matter, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.
- Understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.
- Integrates key content elements and facilitates students' use of higher level thinking skills during instruction.
- Understands and exhibits a working knowledge of the governing policies of the educational profession.
- Stays abreast of and uses current research, diverse perspectives, and new strategies within the discipline(s) taught.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group to diversify the learning environment.

Comments:

Rating

4-Accomplished
In addition to meeting the standard, the work of the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.

3-Proficient
The work of the teacher displays a working knowledge of concepts in the curriculum, how they relate to each other, and uses instructional strategies which reflect an understanding of relevant learning experiences.

2-Developing /Needs Improvement
The work of the teacher does not consistently demonstrate an understanding of the curriculum, content, and student development and/or lacks fluidity in using the knowledge in practice.

1-Unsatisfactory
The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

2. Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses prescribed curriculum guides, objectives, student learning data, and the I.E.P. (if applicable) to develop and guide long-range goals and daily lesson plans which relate to the needs, abilities, and interests of students.
- Organizes lessons in a logical, sequential order to provide a stimulating and varied program of learning.
- Ensures active engagement of student learning by selecting, evaluating, and refining a variety of teaching methods and instructional strategies.
- Plans time appropriately for pacing instruction, transitioning of activities, student demonstration of content mastery and lesson summary.
- Promotes the development of critical thinking, problem solving, and performance skills through the use of comprehensive materials, resources, and technology.

Comments:

Rating

4-Accomplished
In addition to meeting the standard, the teacher actively seeks and uses resources and alternative data as well as consistently differentiating instructional plans to meet the needs of students.

3-Proficient
The teacher's instructional plans demonstrate alignment with the Virginia Standards of Learning and reflect a familiarity with a range of instructional strategies resources, and the use of data to meet the needs of all students.

2-Developing/Needs Improvement
The teacher's instructional plans do not consistently align with the Virginia Standards of Learning and/or reflect a limited range of approaches to instructional delivery or to meeting the needs of students.

1-Unsatisfactory
The teacher's instructional plans are incomplete and/or do not indicate an understanding of approaches appropriate to student learning.



**Teacher Summative Performance Report
Evaluation Form (Updated 5/15/12)**

7. Student Academic Progress

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

- Seeks to assess the strengths and weaknesses of students through records, observations, resource personnel, testing, and student and/or parent contacts.
- Uses effective questioning techniques to evaluate student knowledge, skills, and conceptual understanding related to student achievement progress.
- Conducts ongoing student assessments based on a variety of criteria and objectives.
- Establishes learning goals for students and promotes self monitoring of progress toward goals.
- Meets individually with students periodically to discuss academic performance and progress.
- Uses available performance outcome data to regularly document and communicate student progress and develop interim learning goals
- Participates in Individual Educational Plan (IEP) meetings and maintains appropriate documentation regarding performance of students with disabilities.

Student academic progress data may include but are not limited to results from PALS, DRA, Standards of Learning, Advanced Placement, SAT as well as grades, portfolios of student work, surveys, pre/post tests, IEP goal history, writing samples, oral presentations, benchmarks assessment results, student growth percentiles, and student achievement goal setting.

Comments:

Rating

- 4-Accomplished**
In addition to meeting the standard, the work of the teacher results in student academic progress which exceeds learning goals as measured through assessments based on a variety of criteria and objectives.
- 3-Proficient**
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.
- 2-Developing/Needs Improvement**
The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
- 1-Unsatisfactory**
The work of the teacher does not achieve acceptable student academic progress.

Overall Evaluation Summary:

1. Average of Standards Rating

- 4 – Accomplished (3.5-4.0)**
- 3 – Proficient (2.6-3.4)**
- 2 - Developing/Needs Improvement (1.6 – 2.5)**
- 1 – Unsatisfactory (1 – 1.5)**

An overall performance rating of "Developing/Needs Improvement" or a rating of 1.6 to 2.5 or below should result in a conversation between principal and teacher placed in the context of the teacher's experience, areas identified in the goals setting conference, and actions identified to address any area for improvement.

A rating of Developing/Needs Improvement or Unsatisfactory and/or a rating of 1.0 to 2.5 or below on one standard might result in the assignment of a professional development plan, plan of improvement, or plan of assistance as determined by the principal.

A rating of Developing/Needs Improvement or Unsatisfactory and/or a rating of 1.0 to 2.5 or below on more than one standard would require a plan of assistance for continuing contract teachers or a plan of improvement for probationary teachers, as determined by the principal.

Comments:

Principal's Name

Teacher's Name

Principal's Signature

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

Date

Date



2012 – 2013

**Loudoun County Public Schools
Goal-Setting Conference Documentation**

Teacher's Name _____ **School Year** 2012 - 2013

Subject/Grade _____

Evaluator's Name _____

Discussion to include LCPS and school initiatives, as related to Standards 1-6.

Notes:

**Standard 7 - Student Academic Progress
Initial Goal Submission (due by 9/30 to the evaluator)**

<i>I. Setting (Describe the population and special learning circumstances.)</i>	
<i>II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)</i>	
<i>III. Goal Statement (Describe what you want learners/program to accomplish.)</i>	

Teacher's Signature/Date

Principal's Signature/Date



Description:

Professional development opportunity to improve student success offered to all teachers.

The screenshot displays the MyLearningPlan interface for Loudoun County Public Schools. The top navigation bar includes 'MyLearningPlan®' with sub-links 'PLAN » MANAGE » LEARN » EVALUATE', and user options 'LearningPlan', 'Instructor', and 'District Admin'. A 'Help' icon and 'Logout' link are also present. The main content area is titled 'Activity Registration' and 'Activity Information'. The activity is 'SB - WHS - Cooperative Learning in the Classroom (John Strebe)', described as a workshop for educators. The registration details are as follows:

Meeting Date(s)	#1 Jun 13 2012 8:30AM - 3:30PM
Location(s)	Woodgrove High School - Auditorium
	#2 Jun 14 2012 8:30AM - 3:30PM
	Woodgrove High School - Auditorium
Instructor(s)	John Strebe
Goal(s)	Improve Instructional Strategies: Concepts, Principles, Methods
Purpose(s)	LCPS Professional Development Requirement Personal Professional Growth
Building(s)	Woodgrove HS - WHS
Department(s)	-All-
Grade(s)	-All-
Program/Sponsor	School Based PD Catalog Contact: Brenda Diehl

Summary statistics: Hours: 12.00, Cost: \$ 0.00, # Enrolled: 35/70. A 'REQUEST APPROVAL' button is visible. A 'Back' button is located at the bottom of the registration form.



Description:

WHS offers PD opportunities for teachers. These often occur during the workdays before the start of school. This is professional development to help teachers focus on improved assessment practices.

The screenshot shows the MyLearningPlan interface for Loudoun County Public Schools. The user is logged in as 'District Admin'. The main content area displays 'Activity Registration' for 'SB - WHS - School-Based PD Day - 5436'. The activity description states it is a full-day session on Assessment and Grading modules. The registration form includes fields for Meeting Date(s) (#1 Aug 22 2012 8:00AM - 3:30PM), Location(s) (TBD), Instructor(s) (Principals and School Leadership Teams), Goal(s) (Increase Content Knowledge: Current Assignment), Purpose(s) (LCPS Professional Development Requirement), Building(s) (Woodgrove HS - WHS), Department(s) (-All-), Grade(s) (-All-), and Program/Sponsor (School Based PD Catalog, Contact: Brenda Diehl). On the right, there are fields for Hours (6.00), Cost (\$ 0.00), and # Enrolled (101/200), along with a 'SIGN UP NOW' button. A 'Back' button is located at the bottom of the registration form.



Description:
Sample of Workplace Readiness Skills Review

Workplace Readiness Skills Review

1. Demonstrate positive work ethic.

Definition

- maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments)
- taking direction willingly—following directions (e.g., using active listening techniques, approaching the assigned task with motivation)
- exhibiting motivation to accomplish the task at hand (i.e., remaining on task and completing the task efficiently).

2. Demonstrate integrity.

Definition

- identifying and abiding by laws and workplace policies—follow rules (e.g., using personal and sick leave only when necessary)
- respecting the property of the employer and coworkers
- identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment)
- exhibiting honesty and reliability.

3. Demonstrate teamwork skills.

Definition

- contributing to the success of the team—work well with others (e.g., brainstorming solutions, volunteering, performing in accordance with the assigned role)
- assisting others (e.g., supporting team members and leaders, taking initiative)
- requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from coworkers and supervisors).

4. Demonstrate self-representation skills.

Definition

- dressing appropriately (i.e., adhering to professional rather than personal standards, following dress code)
- maintaining personal hygiene
- using language and manners suitable for the workplace (i.e., adhering to respectful, polite, and professional practices).

