

EVALUATION OF SCHOOL SYSTEM EMPLOYEES

A. ALL SCHOOL SYSTEM EMPLOYEES

In order to assure high quality employee performance and to improve the instructional programs in Washington County Public Schools, a continuous program of evaluation shall be maintained. This program shall conform to all negotiated agreements between the Board of Education and Washington County Public School employees.

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

All observations and evaluations shall be conducted openly and with full knowledge of the person being observed and/or evaluated. Each person being observed and/or evaluated shall be given a copy of his/her observation(s) and/or evaluation(s) and shall have the opportunity to discuss any and all documents with the evaluator(s). After discussion(s), the employee being observed and/or evaluated shall sign the observation(s) and/or evaluation(s), recognizing that the employee's signature does not necessarily indicate agreement with the contents of the document(s). The observation(s) and/or evaluation(s) process provides for written comments and reactions by the employee being observed and/or evaluated, which shall be attached to the observation(s) and/or evaluation(s). If the employee believes that the observation and/or evaluation process has not been followed, he/she may request a review of the procedures by the Executive Director of Human Resources.

Upon request, an employee shall have the right to review the contents of his/her personnel file in the Central Office, excepting any confidential references. The review shall be made in the presence of the administrator responsible for the safekeeping of such files or his/her designee.

An employee is to be evaluated based upon the employee's job description, assigned duties, and job performance. An evaluation of an employee shall be conducted in accordance with established administrative regulations. The appropriate observation and/or evaluation document(s) will be utilized.

B. EDUCATIONAL SUPPORT PERSONNEL

Educational Support Personnel shall be formally evaluated once every school year. The process shall include at least one evaluation.

C. TEACHERS

1. Non-tenured teachers shall be formally evaluated once during each semester of the school year. The process shall include a minimum of two observations for each evaluation.
2. Tenured teachers shall be evaluated as follows:
 - a. *Standard Professional Certificate Holders* shall be evaluated every school year. The process shall include at least one observation each semester and one evaluation each year.
 - b. *Advanced Professional Certificate Holders* shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate. The process shall include at least one observation each semester and one evaluation within the identified school year.

D. ADMINISTRATORS AND SUPERVISORS

Administrators and supervisors shall be formally evaluated every school year. The process shall include at least one evaluation.

PROCEDURES FOR EVALUATION OF SCHOOL SYSTEM EMPLOYEES

A. ALL SCHOOL SYSTEM EMPLOYEES

The following guidelines support the policy adopted by the Board of Education of Washington County ("Board of Education").

Questions regarding the interpretation of the adopted Board of Education policy or the Superintendent's approved regulation are to be directed to the Executive Director of Human Resources.

B. EVALUATION OF EDUCATIONAL SUPPORT PERSONNEL

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

WHEN:

1. Educational Support Personnel will be formally evaluated once every school year.
2. The evaluation process is to be completed by June 1.

WHO EVALUATES:

1. Supervisors and administrators will evaluate Educational Support Personnel.
2. The employee's direct supervisor or his/her designee may complete the evaluation.

THE EVALUATION PROCESS:

1. Employees may be evaluated on job performance as well as results. Conferencing between immediate supervisors and employees will be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance-oriented information. Conferences should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. When an employee receives an area for growth, the employee should be informed of the steps necessary to improve performance to the desired level. A memorandum of record should be prepared and shared with the employee when repeated performance issues occur. Additionally, the evaluator should maintain a log of discussions or interactions regarding minor job performance concerns that do not require a memorandum.
2. As part of the annual evaluation, a conference will be held with the employee concerning the evaluation, which will subsequently be reduced to writing and made a part of the record. The evaluation process is to be completed by June 1 and evaluation forms will be returned to the Human Resources Department.
 - a. The immediate supervisor will complete the evaluation. Note that any area evaluated as "Area for Growth" or "Unsatisfactory" must be discussed in the "Comments" section of the evaluation form. Comments should include examples of the performance, whether satisfactory or, if unsatisfactory, how performance can be improved. Likewise, evaluators should comment on outstanding performance when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities. An overall performance rating of "Satisfactory" or "Unsatisfactory" should be checked by the evaluator in the "Overall Performance Rating" section of the evaluation form.

- b. The evaluation will be discussed with the employee, with emphasis on strong and weak points in job performance. The employee should be commended on a job well done, if applicable, and discussion provided when specific corrective action is warranted. Mutual goals should be set by the employee and supervisor before the next performance evaluation.
- c. The employee should be provided with the opportunity to make any written comments he/she desires. The employee will sign the evaluation form signifying that he/she has received and reviewed the form. A duplicate copy will be given to the employee within a reasonable time, but not longer than two (2) weeks.
- d. The completed form will be sent to the Human Resources Department in a sealed envelope, marked "Performance Evaluation," by June 1. A copy of the completed form should be retained for the school/department and the employee.
- e. Subsequent to the completion of the form by the supervisor, and review by the employee, any revision must be discussed by both parties. In addition, if changes in the form are made after the employee has signed the form, the supervisor must forward the revised version to the Human Resources Department.

FORMS:

Performance Evaluation for Educational Support Personnel Form will be used for all Educational Support Personnel (ESP).

C. OBSERVATION AND EVALUATION OF TEACHERS

The purpose of the performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development.

WHEN:

The following applies to both tenured and non-tenured teachers:

Observations will be conducted openly and with the full knowledge of the teacher. Teachers will not be evaluated or formally observed immediately before or after a school holiday, immediately following a teacher's return from an extended sick leave, or during an official school parental visitation day.

The following applies to tenured teachers:

1. Tenured teachers shall be evaluated as follows:
 - *Standard Professional Certificate Holders* shall be evaluated every school year. The process shall include at least one observation each semester and one evaluation each year.
 - *Advanced Professional Certificate Holders* shall receive an evaluation at least twice during the validity period of each certificate. The first evaluation shall occur during the initial year of the certificate. The process shall include at least one observation each semester and one evaluation within the identified school year.
2. Additionally, evaluations can be made at the request of the person(s) responsible for the evaluation.
3. Tenured teachers not scheduled for evaluation in a given year may request that an evaluation be conducted. Such requests will be submitted in writing to the Executive Director of Human Resources.
4. For tenured teachers, a minimum of two observations and one evaluation each year must be completed by June 1 in the scheduled evaluation year. There must be a minimum of one observation per semester. All forms will be returned to the Human Resources Department.

The following applies to non-tenured teachers:

1. Non-tenured teachers shall be formally evaluated once during each semester of the school year. The process shall include a minimum of two observations for each evaluation.

WHO SCHEDULES:

1. The Executive Director of Human Resources shall develop a list of personnel who are scheduled for observation and evaluation by the beginning of each school year.
2. The teachers scheduled for evaluation shall be notified prior to October 1 of the school year in which the evaluation is to occur. All teachers will receive copies of the appropriate evaluation and observation forms, policies, and procedures.
3. The Assistant Superintendents for Elementary and Secondary Education will designate the administrator to complete the evaluation of teachers who work in more than one school.

WHO EVALUATES:

The following applies to tenured teachers:

1. The formal evaluation of all tenured school-based personnel will be the responsibility of school-based administrators, with assistance from supervisors as needed.
2. The formal evaluation of all tenured non-school-based personnel will be the responsibility of a Central Office administrator, as determined by either the Assistant Superintendent for Elementary Education or the Assistant Superintendent for Secondary Education.
3. Observations will be conducted by certificated administrative and/or supervisory personnel.

The following applies to non-tenured teachers:

1. Non-tenured school-based personnel will be evaluated by supervisors, principals, assistant principals, and/or other certified administrators.
2. For non-tenured teachers, of the two observations in each semester, one will be conducted by Central Office administration and one by a school-based administrator.
3. For non-tenured teachers, all evaluations will be completed jointly by a school administrator and a Central Office administrator.
4. Observations will be conducted by certificated administrative and/or supervisory personnel.

TEACHER OBSERVATION:

The following applies to both tenured and non-tenured teachers:

1. A pre-observation conference shall be an optional part of the process if requested by either the teacher or the observer.
2. The appropriate checklist form will be completed by the observer for each formal classroom observation.
3. The *Evaluation and Comments for Checklist Form for Tenured and Non-Tenured Teachers* will be used for supporting written narrative and will be attached to the *Checklist Form*. It must be signed by both the observer and the teacher and attached to the *Checklist Form*.
4. For observations, domains II and III for the *Classroom Teacher, Counselor/Social Worker, and Library Media Specialist Checklist Forms* and domain II of the *Teacher Resource Specialist Checklist Form* should be rated solely on observed classroom behavior.

5. For observations, domains I and IV of the *Checklist Form for Classroom Teacher*, domains I, IV, and V of the *Checklist Form for Counselor/Social Worker*, domains I, IV, V, VI, VII, and VIII of the *Checklist Form for Library Media Specialist* may be rated on data gathered outside of the classroom environment as indicated on the notation at the bottom of the checklist form. This information, in addition to any relevant classroom observation, indicates behaviors that may be assessed by viewing lesson plans, discussion with the teacher, or any relevant records or documents.
6. If no specific data is collected which relates to a specific competency, the observer will write **N/O** (not observed) in the right-hand margin of the checklist form. This notation does not reflect a negative rating. On the *Checklist Form for Counselor/Social Worker* and the *Checklist Form for Teacher Resource Specialist*, **N/A** may be applied if the domain is not applicable to the observation.
7. Narrative comments will be documented on the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* and should include a brief description of any relevant characteristics of the setting, the class, and/or the lesson (e.g., circumstances, time of day, number of students, and relevant demographic, etc.). Comments should also be included which provide an analysis of effective and ineffective aspects of the lesson. Specific feedback and specific suggestions should be included as appropriate. Any indications of ineffective performance should be referenced as follows:
 - If **Area for Growth** is checked, the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* should state **Area for Growth**, followed by the specific domain and concern. The concern should then be followed by **Suggestion(s) for Improvement**, which provide specific suggestions for improvement.
 - If **Unsatisfactory** is checked, the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* should state **Unsatisfactory**, followed by the specific domain and concern. The concern should then be followed by **Recommendation(s)** which provide specific recommendations for improvement.
 - Conversely, when **Satisfactory** is checked, observers are encouraged to note and point-out strengths.
8. Comments pertaining to the observation should be written to the teacher using second person (e.g., You were...).
9. Pages should be noted at the bottom on the designated space as 1 of 2, 2 of 3, 3 of 3, etc.
10. The post-observation conference is required and will take place within a reasonable time after the observation, preferably not later than three (3) school/workdays after the classroom observation. A duplicate copy of all written comments, as a result of the observation, will be given to the teacher at the time of the conference, after which the teacher will have up to five (5) days to respond before the draft document is signed.
11. The *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* must be signed by both the teacher and the observer and should be attached to the *Checklist Form*.
12. The teacher and the observer will sign the appropriate checklist form and the teacher will be given a copy in addition to signed copies of the attachments.

The following applies to tenured teachers only:

1. For tenured teachers, written comments (see paragraph 7 above for specific instructions) should be addressed in each domain on at least one observation during the year.
2. Tenured teachers not selected for evaluation in a given year will receive an informal classroom visitation by an administrator twice during the school year, once each semester. A list of the teachers visited and the dates of the visits will be submitted to the Directors of Elementary, Middle, and High School Education at the end of each school semester.

The following applies to non-tenured teachers only:

1. For non-tenured teachers, written comments (see paragraph 7 above for specific instructions) should be addressed in each domain for each observation.

TEACHER EVALUATION:

The following applies to both tenured and non-tenured teachers:

1. For tenured and non-tenured teachers, all domains must be addressed in the evaluation.
2. The evaluation provides an overall summative description of a teacher's performance and includes, when known, all work experience since the last evaluation.
3. The teacher evaluation should be written in the third person. (e.g., He/She did...)
4. Evaluators will comment on outstanding performance on the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* specifying when it occurred, or when completing an evaluation. Outstanding performance is consistently superior in completion of practices and responsibilities.
5. When evaluating non-tenured teachers, or a tenured teacher who is on a Performance Improvement Plan, there will be two evaluators. In addition, an administrator may request a second evaluator for a tenured teacher who is demonstrating less than satisfactory performance, but not on a Performance Improvement Plan. It is expected that the two evaluators will complete one evaluation which represents a summary of the teacher's performance. In the unusual cases in which two evaluators are in substantial disagreement regarding a teacher's performance, they should each submit a separate evaluation form.
6. Evaluators must mark an overall rating of performance on the end of the year evaluation form only.
7. In the event that the evaluator(s) determines the teacher's performance is unsatisfactory, the evaluator(s) should alert the Executive Director of Human Resources in writing and request assistance.
8. The teacher and the evaluator will sign the appropriate checklist form and the *Evaluation and Comment Form for Tenured and Non-Tenured Teachers* (reference #s 2 and 3 above), and the teacher will be given a copy in addition to signed copies of any attachments.
9. Original copies of completed observation and evaluation forms and any attachments will become part of the teacher's personnel file in the Human Resources Department.

The following applies to tenured teachers only:

1. Tenured Teachers – The appropriate checklist form will be completed by the evaluator and an evaluation conference with the teacher will be conducted by the school administrator prior to June 1. For **Area for Growth** and **Unsatisfactory** ratings, the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* must be used to supplement the checklist form, providing the rating and a summary of the concern.
2. It is the responsibility of the school administrator to collect all the documentation that results from the evaluation process and forward the signed original documents to the Assistant Superintendents for Elementary and Secondary Education. For tenured teachers the documentation will include a minimum of two observations and one evaluation during the year. There will be a minimum of one observation per semester.

The following applies to non-tenured teachers only:

1. The appropriate checklist form and the *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* will be completed by the evaluators, and an evaluation conference with the

teacher will be conducted by the school administrator prior to the end of the first semester, and prior to May 1 in the second semester.

2. For non-tenured teachers, a coordinated evaluation by both the school administrator and the Central Office evaluator is required.
3. It is the responsibility of the school administrator to collect all the documentation that results from the evaluation process and forward the signed original documents to the Assistant Superintendents for Elementary and Secondary Education. For non-tenured teachers, the documentation will include two observations and one evaluation by the end of the first semester, and an additional two observations and one evaluation by May 1.

TEACHER SELF-EVALUATION:

1. Upon receipt of the observation and evaluation forms at the beginning of the year, each teacher is encouraged to evaluate his/her own performance and work toward needed improvement.
2. Teachers are encouraged to solicit feedback on their performance from parents, students, and other involved populations.
3. Self-evaluation is intended solely for the teacher's use.

FORMS:

The following forms, which are attached to these procedures, are to be utilized to conduct evaluations or observations as stated in the applicable form:

- *Evaluation and Comments Form for Tenured and Non-Tenured Teachers* (used for observations of both non-tenured and tenured teachers, and for evaluation of both non-tenured and tenured teachers), will be used for all teachers including counselors, social workers, library media specialists, and teacher resource specialists.
- The *Checklist Form for Classroom Teacher* will be used for all classroom teachers.
- The *Checklist Form for Teacher Resource Specialist* will be used for all teacher resource specialists, including student achievement specialists, special education case managers, curriculum and instruction specialists, and mentor teachers.
- The *Checklist Form for Library Media Specialist* will be used for all library media specialists.
- The *Checklist Form for Counselor/Social Worker* will be used for all counselors and social workers.

D. EVALUATION OF SUPERVISORS AND ADMINISTRATORS

The purpose of the performance evaluation is to encourage dialogue between supervisors and employees about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The following guidelines and procedures are intended to support the policy adopted by the Board of Education.

WHEN:

1. Administrators and supervisors shall be formally evaluated every school year. The process shall include at least one evaluation.
2. The evaluation process is to be completed by June 30 and evaluation forms will be returned to the Human Resources Department.

WHO EVALUATES:

1. Supervisors and administrators will be evaluated by their immediate supervisors unless otherwise, determined by the Superintendent or the Deputy Superintendent.

-THE EVALUATION PROCESS:

1. Administrators or supervisors will develop a set of measurable performance goals and objectives for the school year and submit them to the evaluator by October 1 of the current school year. The performance goals and objectives are to be reviewed and approved by the evaluator by November 1.
2. The objectives should be consistent with policies and priorities established by the Superintendent and the Board of Education and reflect the following goal format:
 - a. Specific
 - b. Measurable
 - c. Achievable
 - d. Relevant
 - e. Time-bound
3. The evaluator is required to review the evaluation with the employee by June 30 of the current school year. The completed evaluation bearing the employee's signature is to be submitted to the Human Resources Department by July 15.

FORMS:

The following forms, which are attached to these procedures, are to be utilized to conduct evaluations:

- The *Performance Evaluation for School-Based Administrators* form will be used for assistant principals, principals, and administrative interns.
- The *Performance Evaluation for Instructional Supervisory Staff* form will be used for all instructional supervisors and coordinators.
- The *Performance Evaluation for Other Administrative and Supervisory Personnel* form will be used for all non-instructional administrative and supervisory staff, including pupil personnel workers (PPW) and school psychologists.

Approved:

Original signed by:

Elizabeth M. Morgan, Ph.D.

Superintendent

Date: _____

Policy adopted: August 2, 1977. Amended: May 23, 1978. Amended: August 5, 1980. Amended: July 20, 1987. Amended: July 2, 1996. Amended: May 13, 1997. Amended: November 10, 2009.
Washington County Public Schools

Non Tenured Observation Date Tenured Observation Date
 -OR-
 Annual Evaluation Overall Rating - Satisfactory Unsatisfactory

Washington County
 Public Schools
 Hagerstown, Maryland 21740



Checklist Form
CLASSROOM TEACHER

Name _____

School _____

Assignment _____

The purpose of the annual performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The performance evaluation specifies the direction for work improvement, ensures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses the supervisor's and Board's continuing appreciation of good performance.

Note: Evaluators will note outstanding performance on the Comments Form when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities.

Satisfactory	Area for Growth	Unsatisfactory
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*** I. INSTRUCTIONAL PLANNING:**

A. Plans instruction to achieve objectives that reflect Washington County curriculum guidelines and the state curriculum.

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- Develops clear, sequential, written lesson plans that are current and ensures curriculum implementation.
- Incorporates appropriate objectives, curricular connections, and activities consistent with county guidelines and the state curriculum.
- Develops written lesson plans that provide for diverse learning activities that are responsive to individual or group needs.
- Develops written lesson plans that demonstrate knowledge of subject matter and skills.
- Develops written lesson plans that incorporate appropriate resources.

B. Plans for the use of a variety of instructional strategies, activities, and resources to meet the needs of all students.

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- Plans for, and develops, instruction appropriate to the developmental levels and needs of all students.
- Plans instruction based on required accommodations for students with special learning or behavioral needs.
- Integrates materials, resources, and methods appropriate for all students, including those with special learning needs.

C. Plans for the use of a variety of assessment strategies and instruments to make short- and long-term instructional decisions to improve student learning.

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- Plans activities that provide students with meaningful feedback in a timely manner relative to performance and progress.
- Implements multiple assessment strategies and/or instruments congruent with instructional goals and objectives.
- Develops and adjusts written lesson plans as necessary based on formal and informal data.

II. INSTRUCTIONAL DELIVERY:

A. Provides effective instruction.

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- Communicates curricular outcomes and objectives throughout the lesson.
- Teaches to established curricular outcomes and objectives.
- Carries out instructional plans and makes adaptations as necessary.
- Delivers and/or facilitates instruction that addresses concepts, skills, and new information effectively.
- Asks appropriate higher order questions and effectively utilizes wait time.
- Checks for student understanding and acquisition of concept taught.
- Maintains an appropriate pace which responds to student needs.
- Employs strategies to maintain student interest and engagement.
- Uses a variety of teaching strategies, i.e., cooperative learning, modeling, guided practice, and independent practice.
- Differentiates the lesson to meet the needs of individual students.
- Utilizes technology resources that support instruction.
- Concludes and summarizes the lesson appropriately.

B. Communicates high expectations for learning.

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- Develops rules and/or routines that promote learning.
- Expects all students to succeed.
- Holds students and self accountable for learning.
- Encourages students to be creative and critical thinkers.

Satisfactory	Area for Growth	Unsatisfactory
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C. Establishes a relationship with students that is conducive to learning.

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- Helps students to develop a sense of comfort in the classroom.
- Helps students to believe that they have the ability and resources to successfully complete assigned tasks.
- Encourages students to reflect upon, and take responsibility for, their learning.
- Appropriately reinforces students to maximize learning.
- Takes steps to support students who are not meeting expectations.

III. CLASSROOM MANAGEMENT:

A. Establishes classroom rules and routines that promote behavior conducive to learning.

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- Establishes rules consistent with school and county policies and procedures.
- Monitors student behavior and enforces classroom rules.
- Applies strategies and/or consequences that are appropriate to the developmental needs of the students.
- Corrects inappropriate behavior and redirects students to the assigned tasks.
- Utilizes behavior intervention strategies that are positive, appropriate, and legal.

B. Organizes and maximizes instructional learning time.

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- Systematizes routine procedures and tasks.
- Maximizes student time on task.
- Makes materials readily accessible to students.
- Arranges the learning area in an orderly and organized manner to support instruction.
- Prepares materials prior to lesson.

*** IV. SCHOLARSHIP AND PROFESSIONALISM:**

A. Fulfills professional responsibilities.

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- Supports the vision and mission of the school and WCPS.
- Follows school, county, and state policies, regulations, and guidelines.
- Participates regularly in professional development activities.
- Attends school, county, and state meetings as appropriate.
- Adheres to established schedules.
- Manages/inventories physical and material resources in a professional manner.
- Demonstrates professional judgment with respect to confidential information.
- Maintains accurate and appropriate records/reports and submits them in a timely manner.
- Dresses appropriately for the learning activities and/or events planned.

B. Establishes and sustains an effective working relationship with school and county staff.

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- Maintains a professional relationship with colleagues and staff.
- Demonstrates respect for colleagues and staff.
- Cooperates with others to support school, county, and state programs.
- Works collaboratively with colleagues to strategically address instructional needs of students and/or educators.

C. Establishes and sustains a relationship with parents/guardians that promotes student achievement.

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- Maintains professional rapport with parents/guardians as appropriate.
- Uses appropriate language with parents, students, and staff.
- Communicates effectively with parents/guardians to support student learning.
- Addresses student and parent/guardian concerns in a professional and constructive manner.
- Participates in parent conferences as appropriate.

Definitions of Rating Scale
Satisfactory: Performance is at a consistently acceptable level.
Area for Growth: Performance in this area is generally effective. Supervision and assistance may be helpful to achieve at a higher level.
Unsatisfactory: Performance in this area is not acceptable.
NO - Not Observed
* In addition to any relevant classroom observations, behaviors may be assessed by viewing lesson plans, discussion with the teacher, or any other relevant records or documents.

**Signature of Teacher / Date

Signature of Evaluator

Date of Conference

** Indicates receipt of copy only

Non Tenured Observation Date

Tenured Observation Date

- OR -

Annual Evaluation Overall Rating - Satisfactory Unsatisfactory

Washington County
Public Schools
Hagerstown, Maryland 21740



Checklist Form COUNSELOR/SOCIAL WORKER

Name _____

School _____

The purpose of the annual performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The performance evaluation specifies the direction for work improvement, ensures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses the supervisor's and Board's continuing appreciation of good performance.

Satisfactory
Area for Growth
Unsatisfactory

Note: Evaluators will note outstanding performance on the Comments Form when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities.

*** I. FOUNDATION OF SCHOOL COUNSELING PROGRAMS:**

A. Plans effective design, implementation, and management of counseling program.

- Communicates and reinforces high expectations for students.
- Uses data to develop counseling program goals based on identified school needs.
- Demonstrates competency in counseling theories and principles.
- Organizes time and resources to support the counseling program.
- Establishes positive rapport and trust with all students.

II. DELIVERY OF SCHOOL COUNSELING PROGRAMS:

A. Delivers effective school counseling programs: plans, implements, and provides school counseling services that are aligned with WCPS goals and ASCA national standards.

- Provides responsive counseling services: coordination, consultation, and counseling through individual, group, whole school programs, crisis intervention, and peer mediation.
- Plans and delivers appropriate classroom instruction, small-group counseling, and presentations.
- Provides effective delivery of classroom lessons: plans instruction that addresses concepts, skills, and new information; teaches to established objectives; models expectations; checks for student understanding; and assesses student learning.
- Contributes to a coordinated student services program.
- Demonstrates knowledge of multi-cultural issues by providing school counseling services that recognize the unique attributes of a diverse population.
- Utilizes technology to effectively and efficiently deliver school counseling services.

III. MANAGEMENT SYSTEM:

A. Utilizes data to maximize learning for all students to achieve school and county objectives.

- Implements targeted intervention plans that are based on, and generate, relevant data that supports WCPS and school goals.
- Collaborates with stakeholders to meet student needs.
- Maintains appropriate records and documentation.
- Coordinates effective services for students in the academic, personal/social, and career domains.

*** IV. ACCOUNTABILITY SYSTEM:**

A. Collects and provides data that support and connect school counseling programs to the academic achievement of students.

- Evaluates goals based on the needs of stakeholders.
- Interprets data in order to continually adjust and improve the school counseling program.
- Develops, maintains, and adjusts individual goals to meet student needs based on relevant data and information.
- Completes reports to ensure that programs are carried out, analyzed for effectiveness, and modified as needed.
- Assists in the assessment/testing activities and programs of the school, as appropriate.

Satisfactory	Area for Growth	Unsatisfactory
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* V. SCHOLARSHIP AND PROFESSIONALISM:

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A. Fulfills professional responsibilities.

- Supports the vision and mission of the school(s) and WCPS.
- Follows school, county, and state policies, regulations, and guidelines.
- Participates regularly in professional development activities.
- Attends school, county, and state meetings as appropriate.
- Adheres to established schedules.
- Manages physical and material resources in a professional manner.
- Demonstrates professional judgment with respect to confidential information.
- Maintains accurate and appropriate records and reports and submits in a timely manner.
- Dresses appropriately for learning activities and/or events planned.

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B. Maintains an effective working relationship with school, county staff, and stakeholders.

- Demonstrates respect for colleagues and staff.
- Maintains a professional relationship with colleagues and staff.
- Cooperates with others to support school, county, and state programs.
- Works collaboratively with colleagues to strategically determine best practices to address instructional needs of students.

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C. Maintains a relationship with parents/guardians that promotes student achievement.

- Maintains professional rapport with parents/guardians, as appropriate.
- Uses appropriate language with parents, students, and staff.
- Communicates effectively with parents/guardians to support student learning.
- Addresses student and parent/guardian concerns in a professional and constructive manner.
- Participates in parent conferences when appropriate.
- Ensures that each student receives specific post-graduate counseling.

 **Signature of Teacher / Date

 Date of Conference

 Signature of Evaluator

 ** Indicates receipt of copy only

Definitions of Rating Scale Satisfactory: Performance is at a consistently acceptable level. Area for Growth: Performance in this area is generally effective. Supervision and assistance may be helpful to achieve at a higher level. Unsatisfactory: Performance in this area is not acceptable. NA - Not Applicable NO - Not Observed
<p>* In addition to any relevant classroom observations, behaviors may be assessed by viewing lesson plans, discussion with the teacher, or any other relevant records or documents.</p>

Non Tenured Observation Date

Tenured Observation Date

- OR -

Annual Evaluation Overall Rating - Satisfactory Unsatisfactory

Washington County
Public Schools
Hagerstown, Maryland 21740



Checklist Form LIBRARY MEDIA SPECIALIST

Name _____

School _____

The purpose of the annual performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The performance evaluation specifies the direction for work improvement, ensures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses the supervisor's and Board's continuing appreciation of good performance.

Note: Evaluators will note outstanding performance on the Comments Form when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities.

Satisfactory	Area for Growth	Unsatisfactory
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***I. INSTRUCTIONAL PLANNING:**

A. Plans instruction to achieve objectives that reflect Washington County curriculum guidelines and the state curriculum.

- Develops clear, sequential lesson plans that ensure appropriate curriculum implementation.
- Incorporates appropriate objectives, curricular connections, and activities consistent with county guidelines and the state curriculum.

B. Plans strategies, activities, and resources to meet the needs of all students.

- Plans instruction appropriate for the developmental levels and needs of all students.
- Plans instruction based on required accommodations for students with special learning or behavioral needs.

II. INSTRUCTIONAL DELIVERY:

A. Provides effective instruction.

- Introduces and teaches established curricular outcomes and objectives.
- Carries out instructional plans.
- Delivers and/or facilitates instruction that addresses concepts, skills, and new information in an effective manner.
- Uses a variety of teaching strategies which address concepts, skills, and new information in an effective manner.
- Employs strategies to maintain student interest and engagement.

B. Communicates high expectations for learning.

- Develops rules and/or routines that promote learning.
- Expects all students to succeed.
- Holds students accountable for their own learning.
- Encourages students to be creative and critical thinkers.
- Supports the overall academic goals and objectives of the school.

III. CLASSROOM MANAGEMENT:

A. Establishes classroom rules and routines that promote behavior conducive to learning.

- Establishes rules consistent with school and county policies and procedures.
- Monitors student behavior and enforces classroom rules.
- Applies strategies and/or consequences that are appropriate to the developmental needs of the students.
- Corrects inappropriate behavior and redirects students to the assigned tasks.
- Uses positive reinforcement strategies and techniques.

B. Organizes and maximizes instructional learning time.

- Systematizes routine procedures and tasks.
- Maximizes student time on task.
- Makes materials readily accessible to students.
- Arranges the learning area in an orderly and organized manner to support instruction.
- Prepares materials prior to lesson.

Satisfactory	Area for Growth	Unsatisfactory
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*** IV. PROGRAM MANAGEMENT:**

A. Organizes a library media center which is conducive to teaching and learning.

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- Creates an atmosphere which is conducive to student and staff productivity.
- Organizes library media center facilities to provide appropriate work areas for a variety of activities.
- Organizes materials and equipment through a system of cataloging, classifying, and indexing that will facilitate accessibility for the user.
- Encourages students to reflect upon and take responsibility for their learning and behavior.

B. Plans and evaluates the total library media program.

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- Consults with teachers, administrators, or other specialists to identify student interests and instructional needs, and adjusts library program accordingly.
- Uses formal and informal measures to assess the library media program.
- Establishes short- and long-term program goals and objectives.
- Keeps up-to-date on current research and modifies the program accordingly.

*** V. COLLECTION DEVELOPMENT:**

A. Develops the library media collection.

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- Manages expenditures from the library media center account(s).
- Adheres to WCPS policies and procedures for evaluating, selecting, and ordering materials and equipment.

B. Maintains the library media collection.

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- Coordinates maintenance and repair of library media materials and equipment as necessary.
- Develops collection based on student interest and VSC, in collaboration with various stakeholders.

*** VI. TECHNOLOGY SUPPORT:**

A. Supports the integration of technology with instruction.

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- Assists students and staff in meeting the Maryland Technology Literacy Standards.
- Assists students and staff in interpreting acceptable use, copyright, and other policies and guidelines.

B. Provides technical support to students and staff.

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- Acts as a liaison between the school and the Department of Information Management and Instructional Technology.
- Provides hardware and software support as appropriate.
- Maintains accurate inventories and work order records.

*** VII. SUPPORT SERVICES:**

A. Assists instructional staff with utilization of materials that support the VSC.

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- Ensures staff access to resources and services that support the school's instructional program.
- Provides leadership and training for instructional staff in the use of materials, equipment, and technology.

B. Assists students to maximize the use of the library media center.

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- Provides students with access to resources and services that support the school's instructional program and the student's individual needs.
- Promotes reading for personal and academic purposes, and guides students in their selection of media in terms of their abilities and interests.
- Instructs students in the process of identifying information needs, and evaluating and selecting relevant materials.

*** VIII. SCHOLARSHIP AND PROFESSIONALISM:**

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A. Fulfills professional responsibilities.

- Supports the vision and mission of the school and WCPS.
- Follows school, county, and state policies, regulations, and guidelines.
- Participates regularly in professional development activities.
- Attends school, county, and state meetings as appropriate.
- Adheres to established schedules.
- Manages/inventories physical and material resources in a professional manner.
- Demonstrates professional judgment with respect to confidential information.
- Maintains accurate and appropriate records and reports and submits them in a timely manner.
- Dresses appropriately for the learning activities and/or events planned.

Satisfactory	Area for Growth	Unsatisfactory
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B. Establishes and sustains an effective working relationship with school and county staff.

- Demonstrates respect for colleagues and staff.
- Maintains a professional relationship with colleagues and staff.
- Cooperates with others to support school, county, and state programs.
- Works collaboratively with colleagues to strategically address instructional needs of students and/or educators.

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C. Establishes and maintains a relationship with parents/guardians that promotes student achievement.

- Maintains professional rapport with parents/guardians as appropriate.
- Uses appropriate language with parents, students, and staff.
- Communicates effectively with parents/guardians to support student learning.
- Addresses student and parent/guardian concerns in a professional and constructive manner.
- Participates in parent conferences as appropriate.

**Signature of Teacher / Date

Signature of Evaluator

Date of Conference

** Indicates receipt of copy only

<p>Definitions of Rating Scale</p> <p>Satisfactory: Performance is at a consistently acceptable level.</p> <p>Area for Growth: Performance in this area is generally effective. Supervision and assistance may be helpful to achieve at a higher level.</p> <p>Unsatisfactory: Performance in this area is not acceptable.</p> <p>NO - Not Observed</p>
<p>* In addition to any relevant classroom observations, behaviors may be assessed by viewing lesson plans, discussion with the teacher, or any other relevant records or documents.</p>

Non Tenured Observation Date

Tenured Observation Date

- OR -

Annual Evaluation Overall Rating - Satisfactory Unsatisfactory

Washington County
Public Schools
Hagerstown, Maryland 21740



Checklist Form TEACHER RESOURCE SPECIALIST

Name _____

School/Department _____ Assignment _____

The purpose of the annual performance evaluation is to encourage dialogue between supervisor and employee about job performance and to provide a documented means of identifying and defining strengths and weaknesses in job performance. In addition, the process provides an opportunity for communication about job requirements, work expectations, and the potential for personal and professional development. The performance evaluation specifies the direction for work improvement, ensures the employee that objective criteria are used in performance assessment, demonstrates that exceptional or unsatisfactory performance will be noted, and expresses the supervisor's and Board's continuing appreciation of good performance.

Satisfactory	Area for Growth	Unsatisfactory
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Note: Evaluators will note outstanding performance on the Comments Form when it is observed or reported. Outstanding performance is consistently superior in completion of practices and responsibilities.

*** I. PLANNING:**

A. Plans activities to achieve objectives that reflect Washington County curriculum guidelines and WCPS goals.

- Initiates or assists in the development of activities that support specific subject areas.
- Plans effective professional development that is responsive to the needs of students, educators, and schools.
- Plans collaboratively with appropriate educators to implement instructional programs and interventions based on the analysis of collected data.
- Researches new and varied instructional and assessment methods.

B. Plans strategies, activities, and the use of resources to meet the needs of all stakeholders.

- Meets with educators to promote best practices for effective instruction.
- Plans for the effective use of available technology.

C. Assists educators with the development of short- and long-term instructional plans.

- Facilitates the development of instructional plans based on formal and informal assessment data, curriculum, and student needs.
- Facilitates the use of multiple assessment strategies.

II. IMPLEMENTATION:

A. Implements programs and activities that support WCPS curriculum.

- Facilitates professional development that supports effective instruction and student achievement.
- Promotes current best practices for effective instruction and student achievement.
- Promotes the use of available technology resources to support effective instruction and student achievement.
- Utilizes evaluation of professional development to plan subsequent activities.
- Demonstrates knowledge and skills in the area of expertise.
- Prepares carefully edited written products.
- Locates and maintains current resources and materials.
- Provides support for educators and/or students.
- Performs tasks as assigned.

*** III. SCHOLARSHIP AND PROFESSIONALISM:**

A. Fulfills professional responsibilities.

- Supports the vision and mission of the school(s) and WCPS.
- Follows school, county, and state policies, regulations, and guidelines.
- Participates regularly in professional development activities.
- Attends school, county, and state meetings, as appropriate.
- Adheres to established schedules.
- Manages/inventories physical and material resources in a professional manner.
- Demonstrates professional judgment with respect to confidential information.
- Maintains accurate and appropriate records and reports and submits them in a timely manner.
- Dresses appropriately for learning activities and/or events planned.

Satisfactory	Area for Growth	Unsatisfactory
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B. Establishes and sustains an effective working relationship with school and county staff and with stakeholders.

- Maintains a professional relationship with colleagues and staff.
- Demonstrates respect for colleagues and staff.
- Cooperates with others to support school, county, and state programs.
- Works collaboratively with colleagues to strategically address instructional needs of students and/or educators.

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C. Maintains positive relationships with WCPs stakeholders.

- Maintains professional rapport with stakeholders as appropriate.
- Uses appropriate language with parents, students, and staff.
- Communicates effectively with stakeholders to support student learning.
- Addresses student and stakeholder concerns in a professional manner.
- Participates in parent conferences and meetings with stakeholders as appropriate.

 **Signature of Teacher / Date

 Date of Conference

 Signature of Evaluator

 ** Indicates receipt of copy only

<p>Definitions of Rating Scale</p> <p>Satisfactory: Performance is at a consistently acceptable level.</p> <p>Area for Growth: Performance in this area is generally effective. Supervision and assistance may be helpful to achieve at a higher level.</p> <p>Unsatisfactory: Performance in this area is not acceptable.</p> <p>NA - Not Applicable</p> <p>NO - Not Observed</p>
<p>* In addition to any relevant classroom observations, behaviors may be assessed by viewing lesson plans, discussion with the teacher, or any other relevant records or documents.</p>



WASHINGTON COUNTY PUBLIC SCHOOLS
Hagerstown, Maryland 21740

**EVALUATION AND COMMENTS FORM
FOR TENURED AND NON-TENURED TEACHERS**

(Including Teacher Resource Specialists, Library Media Specialists, Guidance Counselors and Social Workers)

Name: _____ Tenure Non-Tenure

School: _____

Teacher Assignment: _____ Date of Observation: _____

Evaluations must have a comment and a rating for each domain. Domain ratings are: "Satisfactory," "Area for Growth" or "Unsatisfactory." This form should also be used for comments to supplement the Checklist Form. Comments should be specific and related to the domains and associated look-fors found on the Checklist Form.



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Hagerstown, Maryland 21740

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WASHINGTON COUNTY PUBLIC SCHOOLS
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**EVALUATION AND COMMENTS FORM
FOR TENURED AND NON-TENURED TEACHERS**

(Including Teacher Resource Specialists, Library Media Specialists, Guidance Counselors and Social Workers)

Name: _____ Tenure Non-Tenure

OVERALL RATING: (required for end of year evaluation only) Satisfactory Unsatisfactory

*Signature of Teacher / Date

Signature of Evaluator / Title

Date of Conference

Signature of Evaluator / Title

Definitions of Rating Scale

Satisfactory: Performance is at a consistently acceptable level.

Area for Growth: Performance in this area is generally effective. Supervision and assistance may be helpful to achieve at a higher level.

Unsatisfactory: Performance in this area is not acceptable.