

HUMAN RESOURCES

Duties, Responsibilities, and Rights of Employees

Performance Assessments and Evaluations

This regulation supersedes Regulation 4440.10.

I. PURPOSE

To establish guidelines by which employees are evaluated and records are maintained.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

- A. Section VI. has been rewritten in its entirety to reflect changes in the appeal process.
- B. Section VIII.D.3. has been added to include itinerant teachers.
- C. Section XII.C.2. adds language to designate an annual evaluation cycle for food service employees, bus drivers, and bus attendants.

III. ASSESSMENT AND EVALUATION PHILOSOPHY

- A. The assessment and evaluation process is a collaborative endeavor between the evaluator and the employee. Open communication and attention to strengths, as well as to areas for growth and improvement, are the foundation of meaningful professional development. This regulation describes the assessment and evaluation process for teacher-scale employees, school-based administrators, nonschool-based administrators, instructional assistants, and support services employees. Each group may participate in a process involving self-assessment, data collection, midyear assessment, and a final evaluation.
- B. All employees are assessed continually from the beginning of service, and the results are reported cyclically in the form of final evaluations. The primary purpose of performance assessment is continuous growth and improvement. Consequently, self-appraisal and ongoing discussions between evaluators and employees regarding strengths and areas for improvement are essential to assessments and evaluations. Self-appraisal takes place through self-assessment when an employee participates in the formal evaluation cycle.

Discussions regarding performance take place between the evaluator and the employee throughout the performance assessment and evaluation process and generally include a series of conferences and other methods of data collection as

indicated for various employee groups within this regulation. As with all personnel matters, all employees must treat employee assessments and final evaluations in a confidential manner.

C. A performance evaluation

1. Is holistic and includes pertinent information gathered between cycles, including, but not limited to, job competence and professional behavior. Current information regarding the performance assessment and evaluation process and cycle can be accessed at <http://www.fcps.edu/DHR/employees/evaluations/index.htm>.
2. Shall be used as the basis for granting annual salary increments.
3. Indicates to the employee how past performance has been evaluated by the immediate supervisor, recognizes the employee's strengths and identifies areas for improvement, serves as the basis for discussion of how the employee can improve performance, and provides for effective counseling of the employee.
4. Indicates the need for assisting employees whose evaluations reveal that performance needs improvement and may indicate a specific standard or guideline in which intensive support is needed.
5. May be used to determine an employee's potential for promotion or may be used as the basis for work improvement, demotion, or dismissal.
6. May provide useful information in matters involving employment status.
7. May be used for recognizing work performance that exceeds standards, guidelines and expectations.
8. May be initiated by an evaluator during any non-evaluation cycle year. If an evaluator elects to place an employee in the evaluation cycle at a time other than during the regularly scheduled evaluation year, a meeting shall be held with the employee to discuss performance concerns and the employee will be notified in writing.
9. May be completed for an employee who is on leave if the evaluator concludes that the employee worked for a sufficient portion of the evaluation period that the assessment can fairly be completed, and if adequate documentation supports the evaluator's final recommendation.

D. Definitions of the levels of performance include

1. Meets: The employee has met performance standards, guidelines and expectations.

2. Exceeds: The employee has exceeded performance standards, guidelines, and expectations.
3. Does Not Meet: The employee has not met performance standards, guidelines and expectations.

E. Disciplinary Action

An employee may be disciplined at any time, up to and including dismissal, pursuant to School Board policies, regulations, or guidelines regardless of the evaluation recommendation received.

IV. EVALUATION FORMS

- A. A final evaluation form shall be completed by the evaluator and signed by the employee. No employee shall be required to sign a blank or incomplete form.
- B. Completed teacher-scale, instructional assistant, and both school-based and nonschool-based administrator final evaluation forms should be received by the Department of Human Resources by June 30.
- C. Completed support employee final evaluation forms should be received by the Department of Human Resources by the fifth day of the month designated as the anniversary date for employment, promotion, or demotion.
- D. Completed final evaluation forms shall be maintained in the employee's file in the Department of Human Resources.
- E. Copies of data collections and related memorandums developed as part of the assessment and evaluation process shall be maintained in the local site file in compliance with the current version of Regulation 6701, Records Management Program.
- F. Copies of the final evaluation shall be distributed as follows:
 1. Employee.
 2. Local site file.
 3. Department of Human Resources file.

V. AMENDED EVALUATIONS

An evaluation may be amended if compelling information is revealed after the evaluation is completed or if the evaluation is successfully appealed. The additional information shall be considered in the amended evaluation. The amended evaluation shall override the original evaluation and may affect any benefits that might accrue or have been withheld as a result of the evaluation.

VI. APPEALS

- A. If an employee does not agree with a final evaluation recommendation of conditional reappointment, the employee may request a conference with the supervisor of the evaluator within fifteen (15) business days of receipt of the final evaluation. Business day is defined as any day that the administrative offices are open.
- B. The conference request must be in writing and should address the areas of disagreement with the final evaluation. The conference must be held within five (5) business days following receipt of the written request. The reviewing authority shall respond in writing within ten (10) business days following the conference.
- C. If the request for an amended evaluation is not resolved to the employee's satisfaction, a written appeal may be filed with the assistant superintendent, Department of Human Resources, within five (5) business days after the receipt of the decision from the reviewing authority. The appeal must include the reasons why the employee believes the decisions of the evaluator and reviewing authority are incorrect. The assistant superintendent in the Department of Human Resources or his or her designee shall meet with the employee within five (5) business days following receipt of the written appeal. The assistant superintendent in the Department of Human Resources or his or her designee shall respond in writing within ten (10) business days following the appeal meeting.
- D. The assistant superintendent in the Department of Human Resources or his or her designee may affirm the final evaluation, direct that the final evaluation period be extended, or direct the evaluator to reassess the employee in whole or in part, in accordance with conditions imposed by the Office of Employee Performance and Development (OEPD).
- E. The employee has the right to append a statement of disagreement to the final evaluation. The statement will be placed in the employee's local site file and his or her human resources personnel file with the evaluation.

VII. CONFIDENTIALITY

Employee evaluations are confidential. No public disclosure of information from such records shall be made except with approval of the assistant superintendent, Department of Human Resources, or his or her designee, after a determination that such disclosure is consistent with applicable law, policy and regulation.

VIII. TEACHER-SCALE EMPLOYEES (TEACHERS)

A. General

Teacher evaluations include pertinent information for standards 1-5 gathered during and between cycles, including, but not limited to, job competence and professional behavior.

The evaluator shall be the program manager, the principal, or his or her designee (for example, subschool principal, assistant principal, director of student activities, director of student services, or other appropriate administrative staff member selected by the program manager). Strengths and areas for improvement in performance are identified through self-assessments, observations, workstation visits, conferences, and other appropriate data collections. When areas for improvement in a teacher's performance are identified, the evaluator shall inform the teacher. When areas continue to need improvement, the evaluator shall inform the teacher in writing. Assistance for improvement may be available to the teacher upon the request of the teacher or the evaluator.

B. Designation of Evaluation Cycles

Full-time and part-time teachers shall be evaluated:

1. When newly hired before December 1.
2. When newly hired during the previous school year after November 30.
3. When on annual contracts.
4. In the evaluation year of the three-year cycle.
5. When returning after more than a one-year leave of absence.
6. When receiving a conditional reappointment during the previous school year.
7. When placed on cycle by the evaluator.
8. When on a one-year-only contract.

Teachers hired prior to December 1 shall be evaluated during that school year. Teachers hired on or after December 1 shall be evaluated during the following school year unless the evaluator chooses to begin the evaluation process during the year in which the teacher was hired. When an evaluation cannot be completed during the school year (e.g., when an employee is absent from active employment), the evaluation shall be completed during the subsequent school year. At the commencement of a formal evaluation cycle, the evaluator shall notify teachers of their evaluation status.

C. Contract Status

1. Probationary Teachers.
 - a. Probationary teachers are annual contract employees who begin in FCPS with a three-year probationary period. They are formally evaluated during each of their first three years. If they are reappointed at the end of the third year, they shall be placed on a three-year evaluation cycle.

- b. Teachers in the third year of their probationary period must receive a final evaluation recommendation of reappointment (excluding conditional reappointment) in order to achieve continuing contract status.
- c. Teachers with a continuing contract from another Virginia school division must serve a one-year successful probationary period prior to being placed on a three-year evaluation cycle.

2. Continuing Contract Teachers.

Continuing contract teachers shall be evaluated on a three-year cycle.

D. Special Conditions

1. Part-Time Teachers Placed in Full-Time Teaching Positions.

Part-time teachers who are placed in full-time teaching positions shall be evaluated during each of the first three years of full-time employment. If they are reappointed at the end of the third year of full time service, they shall be placed on a three-year evaluation cycle.

2. Teachers Returning From Leave of Absence.

Teachers returning after one year from a leave of absence shall be evaluated in their regularly scheduled formal evaluation year. Teachers returning after a leave of absence exceeding one year shall be evaluated upon their return.

3. Itinerant Teachers.

Teacher-scale employees assigned to more than one building shall be evaluated formally by the base-school principal or his or her designee. All evaluators provide input to the base-school principal, who shall be responsible for assigning the final evaluation recommendation.

E. Performance Assessment and Evaluation Process

1. Introduction.

Each principal or program manager shall devote a portion of at least one staff or faculty meeting each year to the procedures and process of assessment and evaluation. Ordinarily, this meeting occurs within the first 30 working days of the school year.

2. Assessment and Evaluation Procedures.

Teachers shall be assessed through announced and/or unannounced observation(s) and other data collections. The assessment process shall include at least one observation and one additional data collection conducted by the evaluator. The evaluator may conduct as many observations and data collections as are necessary to ensure appropriate instructional supervision. Additional data collections may include observations, a structured interview, a records review, or a similar formal exercise, such as a self-assessment conference memo designed to include substantive information about the teacher's performance. The evaluator's designee(s) may also conduct an observation(s) as additional data collection. Assistance may be available to the teacher upon the request of the teacher or the evaluator.

3. Standards of Performance.

The five Standards of Performance and accompanying guidelines are used by teachers, evaluators, and observers in the assessment and evaluation process. The standards and guidelines define what is expected for teachers in FCPS. All standards and guidelines are essential to successful performance. Expectations, as listed in the *Teacher Performance Assessment and Evaluation Handbook*, accompany standards and guidelines and provide a framework for how each standard can be met.

The five Standards of Performance are:

- a. Planning and Assessment.
- b. Instruction.
- c. Learning Environment.
- d. Human Relations and Communication Skills.
- e. Professionalism.

Evaluators will assess teachers on each of the guidelines as meeting, exceeding, or not meeting levels of performance on the midyear assessment and on the final evaluation. Meeting expected levels of performance requires fulfilling the expectations of the guideline.

Teachers who exceed expected levels of performance positively influence the performance of other staff members. A teacher who exceeds guidelines is one who consistently initiates successful new methods of instruction and/or solutions to problems; innovates by using a wide range of resources, creative lessons, and positive classroom management techniques to meet students' needs; and involves students, colleagues, administrators, and/or parents in developing and implementing educational plans and programs.

4. Levels of Performance and Performance Recommendations.

- a. The performance assessment and evaluation process is used to identify how successfully FCPS teachers have implemented the guidelines for the five standards of performance. Following the completion of all data collections, the evaluator assesses performance under each guideline as meets, exceeds, or does not meet. In determining performance assessments, the evaluator must consider the data collections and communications that occurred during the evaluation cycle, as well as pertinent information observed or received about the teacher since the prior performance evaluation. The final assessment of performance within the guidelines will result in a contractual recommendation of reappointment, conditional reappointment, or do not reappoint.
- b. A teacher receiving a reappointment recommendation may have guideline areas identified for improvement. The teacher with identified areas for improvement in the Diagnostic Focus section on the final evaluation may be required to develop, with the evaluator's approval, an improvement plan. If the teacher fails to improve, the evaluator may place the teacher in the formal evaluation cycle or take other disciplinary action.
- c. A teacher who receives a conditional reappointment recommendation shall not be destaffed to a different work location for the succeeding year. A teacher who receives a conditional reappointment recommendation may transfer with the approval of both principals or program managers. Other exceptions may be allowed when, in the opinion of the Division Superintendent, the needs of the school system would be better served by the administrative transfer of a teacher with a conditional reappointment.
- d. When conditional reappointment is recommended, there should be a reasonable expectation that improvement can be achieved within the next year. When a recommendation for conditional reappointment has been made, an intervention team will be formed and an intervention work plan developed. The teacher will be evaluated during the subsequent year. The teacher's salary step for the subsequent year will remain the same as for the current year. However, any cost-of-living allowance will not be affected. Upon successful completion of an intervention work plan and subsequent final evaluation reappointment recommendation, the teacher will advance to the salary step to which the teacher would have been entitled had there been no conditional reappointment; however, the teacher shall not be entitled to back pay for the period spent on the lower step. Should the teacher fail to meet standards and fail to receive a recommendation for reappointment in the year following the conditional reappointment, a recommendation for nonrenewal or dismissal will be forwarded to the School Board.

Conditional reappointment, nonrenewal, or dismissal recommendations may result from as few as one or two does-not-meet-performance ratings, depending on the severity and the program impact of the deficiencies.

Regardless of any other provision in this regulation, any teacher on continuing contract may be dismissed if a single contractual recommendation of do not reappoint is received, after notice and an opportunity for a hearing as prescribed in the Virginia Code. An annual contract teacher may be nonrenewed after a single conditional recommendation, a single recommendation for do not reappoint, or the principal's determination that continuing employment is not in the best interest of the school system. Nothing in this regulation shall be construed to provide hearing rights to an annual contract teacher or to require cause for not renewing the contract of an annual contract teacher. Notwithstanding any other provision in this regulation, failure to comply with federal or state licensure requirements within deadlines established by the Department of Human Resources will result in dismissal or nonrenewal, regardless of the type of contract the teacher holds and regardless of the teacher's performance evaluations.

5. Modification.

The levels of performance for all teacher-scale employees are assessed using the same five standards and guidelines. However, for some evaluations, the teacher and evaluator may agree to identify job-specific performance expectations within the existing guidelines. Modifications of this type should be established at the self-assessment conference and reflected in a summary memorandum of that conference. Final modifications shall be approved by the evaluator. Modification samples may be found online at <http://www.fcps.edu/DHR/employees/evaluations/index.htm>.

6. Supervision and Assessment Guidelines.

Supervision through the use of conferences, observations, data collection, and feedback shall be the basis of the assessment process. The goal of the cooperative efforts of evaluators, observers, and teachers is improved instruction. Although written feedback should be provided within two weeks of the observation, it shall be provided within 30 calendar days of the completed observation. Written feedback should be based on the standards, guidelines, and expectations.

7. Self-Assessment.

The performance assessment and evaluation process shall begin with a teacher self-assessment and conference. The teacher shall complete the self-assessment form and submit it to the evaluator in advance of the conference. The primary goal of the conference is the discussion of the self-assessment. The completed self-assessment form is not a data collection. However, a written summary of the conference by the evaluator is a data collection.

8. Midyear Assessment.

The evaluator ordinarily will meet with the teacher at midpoint in the process to discuss the teacher's performance to that date. The midyear assessment form shall be completed to provide feedback in each of the guideline areas. A contractual recommendation based on data collected to date shall also be made at the midyear conference. For evaluations initiated after the start of the school year, the date of the midyear assessment conference shall be scheduled by the evaluator.

9. Formal Written Evaluation.

After carefully considering all assessment data related to the teacher's performance, the evaluator shall complete the final evaluation. The final evaluation will provide the teacher with a profile of performance within the five standards and the accompanying guidelines (meets, exceeds, or does not meet expected levels of performance). Reappointment, conditional reappointment, or do not reappoint will be recommended based upon performance assessment.

- a. When the final evaluation recommendation is a conditional reappointment or a do not reappoint, the evaluator shall have had prior communications about performance deficiencies with the teacher. The postconference summary, a written memorandum documenting an observation, the midyear conference, or other written communication may meet this requirement.
- b. When a teacher receives a conditional reappointment, the Diagnostic Focus section of the evaluation form shall include a written statement identifying the standards, guidelines, and expectations that the teacher does not meet and shall state that an intervention team will develop a specific work plan with the teacher.
- c. A final evaluation conference will be required if the recommendation is made for a conditional reappointment, a reappointment with areas of concern, or a do not reappoint.

F. Evaluator

1. Teachers shall be evaluated by appropriate administrative personnel as provided in section VII.A.
2. If the designated evaluator is changed during the assessment process, the teacher may request a conference with the new evaluator.
3. Teachers assigned to more than one building shall be evaluated formally by the base school principal or program manager. All other supervising administrators or designees will provide written input to the base school principal or program manager, who shall be responsible for completing the final evaluation.

G. Intervention Program

The performance assessment and evaluation process requires a formal intervention program for teachers receiving a recommendation for conditional reappointment. Evaluators shall meet with teachers to discuss the following:

1. Purpose of the intervention program.
2. Membership of the intervention team.
3. Schedule of the intervention team.
4. Specific areas of improvement to be addressed.
5. Work plan to be initiated between June and September prior to the subsequent evaluation.
6. That a reappointment recommendation must be made on the subsequent evaluation or dismissal will be recommended. Evaluators shall explain that a second conditional reappointment recommendation is not permitted.

A teacher referred to an intervention program shall receive assistance from an intervention team composed of a designated administrator, a curriculum designee, and a performance assessment specialist. Administrators and teachers shall refer to the *Teacher Performance Assessment and Evaluation Handbook* and the web site for additional information at <http://www.fcps.edu/DHR/employees/evaluations/handbooks/teacher.pdf>.

Administrators and teachers may contact the Office of Employee Performance and Development for additional information about the intervention program.

The assessment and evaluation process shall continue while a teacher is in the intervention program. Members of the intervention team do not participate in the evaluation.

If termination is due to violation of any portion of the current version of Regulation 4293 other than section II.A., or to any other conduct for which an intervention team and continuation of the evaluation process would be inappropriate, an intervention team shall not be recommended.

H. Summer Program

1. Teachers who have been evaluated under the FCPS evaluation system during their most recent evaluation cycle are not usually evaluated during the summer program. An evaluation may be done, by exception, if the summer program principal determines there may be an area(s) of concern regarding a teacher's performance. It shall be the responsibility of the summer program principal to communicate the nature of the concern(s) to the teacher.

2. Teachers who are not under a full- or part-time contract with FCPS shall be evaluated during each summer program in which they are employed, regardless of their previous summer program or other teaching experience. Guidelines and procedures for summer program evaluation shall be established annually by the assistant superintendent, Department of Human Resources.

Principals are encouraged to conduct observations of all teachers informally during the summer session and to provide feedback when necessary or helpful to the instructional program.

IX. SCHOOL-BASED ADMINISTRATORS

A. General

School-based administrator evaluations include pertinent information for standards 1-5 gathered during and between cycles, including but not limited to, job competence and professional behavior.

Principals, assistant principals, and other school-based administrators shall be evaluated continually from the beginning of service by their appropriate supervisor. The evaluator of principals shall be the cluster assistant superintendent, and the evaluator of other school-based administrators shall be the principal. The formal written evaluation shall be based on criteria reasonably related to the role of the administrator. Areas of leadership focus that have been identified through observations, workstation visits, conferences, and other appropriate data collections shall be reviewed. The evaluator will arrange for assistance in improving the administrator's performance if the administrator requests it or if the evaluator determines it will be useful.

B. Designation of Evaluation Cycles

Principals, assistant principals, and other school-based administrators shall be evaluated:

1. Annually during the first three years as an administrator.
2. During the first year in a new level or position.
3. In the evaluation year of the three-year cycle.
4. When a conditional reappointment was received the previous year and the administrator was not reassigned or demoted to a lower-level position.
5. During any year the evaluator elects to assess and evaluate the administrator.

An individual holding an administrative position on a staff development basis or an acting basis shall be evaluated unless the appropriate evaluator determines that it is impracticable.

Data collection shall be an ongoing process. Information and material collected by the evaluator or designee between formal evaluation years will be used as part of the evaluation process. Principals, assistant principals, and other school-based administrators who transfer from one school to another at the same level (e.g., from one elementary school to another) shall continue on their evaluation cycles. Principals, assistant principals, and other school-based administrators who transfer from one level to another (e.g., from middle school to high school, or from assistant principal to principal) are assessed the first year in the new position and then on their regular evaluation cycle.

When an evaluation cannot be completed during the school year (e.g., when the administrator being evaluated is absent from active employment), the evaluation shall be completed during the subsequent school year.

C. Performance Assessment and Evaluation Process

1. Introduction.

The evaluation of school-based administrators shall be based on performance standards, guidelines, and expectations for school-based administrators.

2. Standards of Performance.

The five Standards of Performance are:

- a. Planning and Assessment.
- b. Instructional Leadership.
- c. Safety and Organizational Management for Learning.
- d. Communication and Community Relations.
- e. Professionalism.

All administrators shall be evaluated on all five standards. For principals, a cluster assistant superintendent may formulate additional expectations to reflect unique local needs. For other administrators, evaluators may add expectations that are appropriate for the specific job function.

3. Conferences.

The evaluator shall conduct at least three conferences with each school-based administrator being assessed. Ordinarily, the first conference occurs at the

beginning of the year, the second conference occurs at midyear, and the final conference occurs at the end of the year to discuss the final evaluation. However, these conferences may occur over a longer or shorter time period, as necessary. For example, if an annual contract principal is being recommended for nonrenewal, the final conference shall occur before the end of the school year.

At the first conference, the school-based administrator and the evaluator shall discuss the self-assessment based on performance standards, guidelines, expectations, individual goals, school goals, and unique programs or school-community factors that should be reviewed as part of the evaluation. Although all standards and guidelines are considered for each school-based administrator being assessed, the administrator and the evaluator may add expectations of particular relevance to an individual school or position. This provision allows the assessment process to be flexible while maintaining general countywide uniformity.

At the final evaluation conference, the school-based administrator and the evaluator shall discuss the recommendation and other information pertinent to the final evaluation.

4. Data Collections.

The evaluator and/or designee shall collect a range of data pertinent to the school-based administrator. The evaluator shall make at least two visits during the year to the administrator in order to collect both written and oral information regarding the administrator's performance. The visits may include on-site observations and interviews with the administrator and staff members, as deemed appropriate. Written feedback on information collected shall also be provided. Data collected shall include written information and input from staff members, parents, and students.

5. Surveys.

Parent and staff surveys shall be administered during the principal's evaluation year. Survey data provide baseline information on staff member and parent perceptions in relation to divisionwide norms. Any significant data collected shall be shared in a timely manner.

6. Midyear Conferences.

The evaluator shall meet with the school-based administrator in a midyear conference. The administrator shall receive feedback on assessment of work performance to date based upon performance standards, guidelines, and expectations. Areas of leadership focus that have been identified through observations, workstation visits, conferences, and other appropriate data collections shall be reviewed. The evaluator will arrange for assistance in

improving the administrator's performance if the administrator requests it or if the evaluator determines it will be useful.

7. Final Evaluation Conferences.

The final evaluation conference shall occur, and all evaluation forms shall be received in the Department of Human Resources no later than June 30. In the case of an administrator receiving a recommendation of do not reappoint or demotion, evaluation forms shall be received in the Department of Human Resources no later than March 31.

At the final evaluation conference, the school-based administrator and the evaluator shall discuss the evaluator's recommendation and other information pertinent to the final evaluation. The narrative report that supports this recommendation shall identify strengths as well as areas for leadership focus.

D. Levels of Performance and Performance Recommendations

The final assessment of performance that results in a reappointment, conditional reappointment, demotion, or do not reappoint recommendation shall be determined holistically. The evaluator makes one of the following recommendations at the end of the assessment and evaluation process:

1. Reappointment: Signifies performance that meets or exceeds standards, guidelines, and expectations.
2. Conditional reappointment: Signifies that performance does not meet one or more standards, guidelines, and expectations.

When conditional reappointment is recommended, there should be a reasonable expectation that improvement can be achieved within the next year. An intervention team will be formed and an intervention work plan developed. The intervention team will include the administrator to be supported, an experienced retired administrator, a performance assessment specialist from the Department of Human Resources, and a supervisor other than the evaluator.

The administrator shall be evaluated during the subsequent year. The administrator's salary step for the subsequent year will remain the same as for the current year. However, any cost-of-living allowance will not be affected. Upon successful completion of an intervention work plan and subsequent evaluation reappointment recommendation, the administrator will advance to the salary step to which the administrator would have been entitled had there been no conditional reappointment; however, the administrator shall not be entitled to back pay for the period spent on the lower step.

Should the administrator fail to meet standards and fail to receive a recommendation for reappointment in the year following the conditional

reappointment, a recommendation for demotion, nonrenewal, or dismissal will be forwarded to the School Board.

If a school-based administrator does not meet performance standards, guidelines, and expectations and, consequently, receives a conditional reappointment, assistance will be provided through an intervention team. Administrators for whom this resource is available include principals and assistant principals, directors of student activities, and directors of student services.

A plan will be developed by the team to review areas for improvement and requisite resources to address those areas over a prescribed period of time. The evaluator will attend the initial team meeting to provide guidance and focus in the development of the work plan. Thereafter, the evaluator assumes no role in the intervention team. The assessment and evaluation process and the intervention process are separate and discrete processes but will continue concurrently.

3. Demotion: Signifies performance significantly below one or more standards, guidelines, and expectations, but the evaluator determines there are prospects for satisfactory performance in a lower level position and determines that it is in the school system's best interest to move the employee to such a position.
4. Do not reappoint: Signifies performance significantly below one or more standards, guidelines and expectations. There is no reasonable prospect that the administrator can sufficiently improve performance to remain an employee of the school system. An administrator receiving this recommendation will be recommended for dismissal.

Regardless of any other provision in this regulation, any school-based administrator on continuing contract may be dismissed if a single recommendation of do not reappoint is received, after notice and an opportunity for a hearing as prescribed in the Virginia Code. An annual contract administrator may be nonrenewed after a single conditional recommendation, a single recommendation for do not reappoint, or the principal's determination that continuing employment is not in the best interest of the school system. Nothing in this regulation shall be construed to provide hearing rights to an annual contract administrator or to require cause for not renewing the contract of an annual contract administrator. Notwithstanding any other provision in this regulation, failure to comply with federal or state licensure requirements within deadlines established by the Department of Human Resources will result in dismissal or nonrenewal, regardless of the type of contract the administrator holds and regardless of the administrator's prior performance evaluations.

X. NONSCHOOL-BASED ADMINISTRATORS

A. General

Nonschool-based administrator evaluations include pertinent information for standards 1-5 gathered during and between cycles, including, but not limited to, job competence and professional behavior. Nonschool-based administrators are those licensed employees who have responsibilities relating to instruction but who are not assigned to a school site.

Nonschool-based administrators shall be evaluated continually from the beginning of service by their supervisors or their supervisors' designees. Ordinarily, assistant superintendents supervise and evaluate directors who in turn evaluate the coordinators in their offices. Directors determine who is evaluated by each coordinator or program manager, who shall be at the coordinator level or higher. Data collections, monitoring, and assistance activities may be delegated to specialists or others. The final evaluation shall be the responsibility of an administrator at the coordinator level or higher. The formal evaluation shall be based on standards and guidelines identified for nonschool-based administrators and on particular performance expectations identified for each work group. Strengths and areas for improvement in performance are identified through observations, workstation visits, conferences, and other appropriate data collections. The evaluator will arrange for assistance in improving the administrator's performance if the administrator requests it or if the evaluator determines it will be useful.

B. Designation of Evaluation Cycles

Nonschool-based administrators shall be evaluated:

1. Annually during the first three years as an administrator.
2. In the evaluation year of the three-year cycle.
3. During the first year following a change in an administrative level or position.
4. When a conditional reappointment was received the previous year and the administrator was not reassigned or demoted to a lower-level position.
5. During any year the evaluator elects to assess and evaluate the administrator.

Nonschool-based administrators who transfer from one school or workstation to another in the same job maintain their evaluation cycles. Nonschool-based administrators who change from one level or job to another level or job (e.g., when a coordinator is promoted to the position of director) are assessed the first year in the new position and then on their regular evaluation cycles.

When an evaluation cannot be completed during the school year (e.g., when the administrator is absent from active employment), the evaluation shall be completed during the subsequent school year.

C. Performance Assessment and Evaluation Process

1. Introduction.

The evaluation of nonschool-based administrators shall be based on performance standards, guidelines, and expectations.

2. Standards of Performance.

The five Standards of Performance are:

- a. Job-Specific Professional Knowledge and Skills.
- b. Management Skills.
- c. Instructional Support.
- d. Communication and Human Relations.
- e. Professionalism.

All nonschool-based administrators shall be evaluated on all five standards. For administrators, evaluators may add expectations that are appropriate for the specific job function.

3. Conferences.

An evaluator shall conduct at least three conferences with each nonschool-based administrator being evaluated. Ordinarily, these conferences follow the schedule described in this section; however, they may occur over a longer or shorter time period as necessary. At the initial conference, the evaluator shall discuss the standards, guidelines, and expectations, and the evaluation process. Although administrators shall be evaluated on each prescribed standard, the evaluator may add other assessment expectations relevant to the individual's position.

The evaluator usually meets with the nonschool-based administrator for a midyear conference. At that conference, the administrator will receive specific written and oral feedback on the assessment of performance.

The final evaluation conference should be conducted and the evaluation received in the Department of Human Resources no later than June 30. In the case of a nonschool-based administrator receiving a recommendation of do not reappoint, the evaluation shall be received in the Department of Human Resources no later than March 31.

At the final evaluation conference, the nonschool-based administrator and the evaluator shall discuss the evaluator's recommendation and other information pertinent to the final evaluation. The narrative report that supports the recommendation shall identify strengths as well as areas for leadership focus.

4. Data Collections.

The evaluator and/or designee(s) shall collect data pertinent to the nonschool-based administrator being evaluated. The evaluator shall make at least two visits during the year to each nonschool-based administrator being evaluated in order to collect both written and oral information regarding performance. The visits may include observations and interviews with the administrator and staff members, as deemed appropriate. Written feedback on information collected shall also be provided.

Evaluations shall include information from a variety of sources and shall not be limited to information gathered from observation visits.

E. Performance Recommendations

The final assessment of performance that results in a reappointment, conditional reappointment, demotion, or do not reappoint recommendation shall be determined holistically. The evaluator makes one of the following recommendations at the end of the assessment and evaluation process:

1. Reappointment: Signifies performance that meets or exceeds standards, guidelines, and expectations.
2. Conditional reappointment: Signifies that performance does not meet one or more standards, guidelines, and expectations.

When conditional reappointment is recommended, there should be a reasonable expectation that improvement can be achieved within the next year. An intervention team will be formed and an intervention work plan developed. The intervention team will include the administrator to be supported, an experienced retired administrator, a performance assessment specialist from the Department of Human Resources, and a supervisor other than the evaluator.

The administrator shall be evaluated during the subsequent year. The administrator's salary step for the subsequent year will remain the same as for the current year. However, any cost-of-living allowance will not be affected. Upon successful completion of an intervention work plan and subsequent evaluation reappointment recommendation, the administrator will advance to the salary step to which the administrator would have been entitled had there been no conditional reappointment; however, the administrator shall not be entitled to back pay for the period spent on the lower step.

Should the administrator fail to meet standards and fail to receive a recommendation for reappointment in the year following the conditional reappointment, a recommendation for demotion, nonrenewal, or dismissal will be forwarded to the School Board.

If a nonschool-based administrator does not meet performance standards, guidelines, and expectations and, consequently, receives a conditional reappointment, assistance will be provided through an intervention team.

The intervention team will include the administrator to be supported, an experienced retired administrator, a performance assessment specialist from the Department of Human Resources, and a supervisor other than the evaluator.

A plan will be developed by the team to review areas for improvement and requisite resources to address those areas over a prescribed period of time. The evaluator will attend the initial team meeting to provide guidance and focus in the development of the work plan. Thereafter, the evaluator assumes no role in the intervention team. The assessment and evaluation process and the intervention process are separate and discrete processes but will continue concurrently.

3. Demotion: Signifies performance significantly below one or more standards, guidelines, and expectations, but the evaluator determines there are prospects for satisfactory performance in a lower level position and determines that it is in the school system's best interest to move the employee to such a position.
4. Do not reappoint: Signifies performance significantly below one or more standards, guidelines, and expectations. There is no reasonable prospect that the administrator can sufficiently improve performance to remain an employee of the school system. An administrator receiving this recommendation will be recommended for dismissal.

Regardless of any other provision in this regulation, any nonschool-based administrator on continuing contract may be dismissed if a single recommendation of do not reappoint is received, after notice and an opportunity for a hearing as prescribed in the Virginia Code. An annual contract administrator may be nonrenewed after a single conditional recommendation, a single recommendation for do not reappoint, or the evaluator's determination that continuing employment is not in the best interest of the school system. Nothing in this regulation shall be construed to provide hearing rights to an annual contract administrator or to require cause for not renewing the contract of an annual contract administrator. Notwithstanding any other provision in this regulation, failure to comply with federal or state licensure requirements within deadlines established by the Department of Human Resources will result in dismissal or nonrenewal, regardless of the type of contract the administrator holds and regardless of the administrator's prior performance evaluations.

XI. INSTRUCTIONAL ASSISTANTS

A. General

Instructional assistant evaluations include pertinent information for standards 1-5 gathered during and between cycles, including, but not limited to, information relating to job competence and professional behavior.

Strengths and areas for improvement in performance are identified through self-assessments, observations, workstation visits, conferences, and other appropriate data collections. When areas for improvement in an instructional assistant's performance are identified, the evaluator shall inform the instructional assistant. When areas continue to need improvement, the evaluator shall inform the instructional assistant in writing. Assistance for improvement may be available to the instructional assistant upon the request of the instructional assistant or the evaluator.

B. Evaluator

Evaluation of instructional assistants is performed by a school administrator or program manager designated by the principal and may include input from the teacher or teachers with whom the assistant works.

C. Performance Assessment and Evaluation Process

1. Standards of Performance.

For instructional assistants newly assigned to a school, the evaluator shall provide a copy of the appropriate performance expectations based on the job specifications. On the final evaluation, a recommendation will be assigned to each performance guideline.

The five Standards of Performance are:

- a. Job-Specific Knowledge and Skills.
- b. Quality and Productivity.
- c. Instructional Support.
- d. Human Relations and Communication Skills.
- e. Professionalism.

Evaluators will assess instructional assistants on each of the guidelines as meeting, exceeding, or not meeting levels of performance within the standards and guidelines on the midyear assessment and on the final evaluation. Meeting expected levels of performance requires fulfilling the expectations of the guideline. Instructional assistants who exceed expected levels of performance positively influence the performance of other staff members. An instructional assistant who exceeds guidelines is one who consistently initiates successful new methods of instruction and/or solutions to problems; innovates by using a

wide range of resources, creative lessons, and positive classroom management techniques to meet students' needs; and involves students, colleagues, administrators, and/or parents in developing and implementing educational plans and programs.

2. Designations of Evaluation Cycles.

Instructional assistants shall be evaluated:

- a. At the end of each of the first three years in the position.
- b. During the third year of every subsequent three-year cycle.
- c. During any year the evaluator elects to assess and evaluate the instructional assistant.

3. Levels of Performance and Performance Recommendations.

The evaluator shall make a final evaluation recommendation regarding each instructional assistant being evaluated, using the following:

- a. Reappointment: Signifies performance that meets or exceeds standards, guidelines, and expectations.
- b. Do not reappoint: Signifies performance significantly below one or more standards, guidelines, or expectations.

D. Improvement Plan

At any time, the evaluator may place the instructional assistant on an improvement plan for a prescribed period of time to address guidelines in which the instructional assistant does not meet expectations. An improvement plan will be developed, monitored, and assessed by the evaluator. The evaluator will identify the performance expectations based on the standards of performance that are listed in the *Instructional Assistant Performance Assessment Handbook* at <http://www.fcps.edu/DHR/employees/evaluations/index.htm>. The instructional assistant will work to correct the identified areas. During this time, the instructional assistant and the evaluator will meet to discuss the status of the improvement plan. If progress is not noted, the evaluator will provide written notice that the instructional assistant will be placed in the formal evaluation process or take other disciplinary action as appropriate. Nothing in this paragraph requires an improvement plan as a prerequisite to discipline or dismissal. Depending on the severity of the conduct, the program manager may recommend reprimand, suspension, demotion, or dismissal without an improvement plan, in accordance with the procedures in the current version of Regulation 4429.

E. Summer Program

Instructional assistants shall be evaluated at the discretion of the principal during summer program.

XII. UNIFIED-SCALE SUPPORT SERVICE EMPLOYEES

A. General

Support employee evaluations include pertinent information for standards 1-6 gathered during and between cycles, including, but not limited to, job competence and professional behavior.

The evaluator shall be the program manager, the principal, or his or her designee (for example, subschool principal, assistant principal, director of student activities, director of student services, director, coordinator, or other appropriate administrative staff member selected by the program manager). Strengths and areas for improvement in performance are identified through self-assessments, observations, workstation visits, conferences, and other appropriate data collections. When areas for improvement in a support employee's performance are identified, the evaluator shall inform the employee. When areas continue to need improvement, the evaluator shall inform the employee in writing. An improvement period will be developed, monitored, and assessed by the evaluator. The evaluator will identify the performance expectations based on the standards of performance that are listed in the *Support Employee Performance Assessment Handbook* and on the Department of Human Resources web site at <http://www.fcps.edu/DHR/employees/evaluations/index.htm>. The support employee will work to correct the identified areas. During this time, the employee and the evaluator will meet to discuss the status of the improvement period. Assistance for improvement may be available to the support employee upon the request of the employee or the evaluator.

B. Guidelines

Ordinarily, assistant superintendents supervise and evaluate program managers, who in turn evaluate the coordinators in their offices. Data collections, monitoring, and assistance activities may be delegated to supervisors. The final evaluation shall be the responsibility of a supervisor as assigned by the program manager.

The performance standards and the performance expectations shall be given to the employee by the evaluator at the beginning of employment and each time thereafter when there is a significant change in the duties and responsibilities of the position. The performance expectations shall be signed by the employee and the evaluator. A copy of the performance expectations shall be given to the employee, and one copy shall be maintained in the employee's local site file.

C. Performance Assessment and Evaluation Process

1. Standards of Performance.

The performance standards, guidelines, and expectations will be reviewed annually by the evaluator, who shall maintain a set of written performance expectations for each position, and should be reviewed with the employee at the beginning of each evaluation cycle.

The six Standards of Performance are:

- a. Job-Specific Knowledge and Skills.
- b. Quality and Productivity.
- c. Human Relations and Communication Skills.
- d. Safety and Security.
- e. Professionalism.
- f. Management and Leadership (mandatory for supervisors who evaluate others and optional for other employees).

Performance expectations for each applicable standard shall be developed by the evaluator and the employee being evaluated. The evaluator and the employee may add performance expectations that are appropriate for the specific job function. In case of a disagreement, the evaluator shall make the final decision.

2. Designations of Evaluation Cycles.

A final evaluation for all support employees is required:

- a. At the end of the first six months of service.
- b. At the end of the first year in the position.
- c. Annually at the end of the second and third years in the position.
- d. During the third year of every subsequent three-year cycle.
- e. When a recommendation for a work improvement period (WIP) was recommended during the previous evaluation cycle.
- f. During any year the program manager or designee elects to assess and evaluate the employee.

Food service employees, school bus drivers, and bus attendants are evaluated annually in accordance with procedures published in their respective manuals.

Evaluations will be received in the Department of Human Resources by the fifth day of the anniversary month of employment. An employee who transfers during an evaluation cycle shall be evaluated by each supervisor having responsibility over the employee for 60 days or more during the evaluation cycle.

3. Levels of Performance and Performance Recommendations.

- a. Recommend Reappointment: Signifies performance that meets or exceeds standards, guidelines, and expectations.
- b. Recommend Work Improvement Period: Signifies performance is below one or more standards, guidelines, or expectations. A support employee receiving this rating shall have his or her salary frozen for the subsequent year and shall be reevaluated following the work improvement period. If the subsequent evaluation results in a recommendation for a step increment, the original step will be reinstated.

The evaluator may place an employee on a 60-day work improvement period following an evaluation cycle. The employee shall be evaluated at the completion of the work improvement period. If the employee's performance still does not meet expectations in performance areas, the evaluator may recommend demotion or dismissal. Nothing in this paragraph requires a work improvement period as a prerequisite to discipline or dismissal. Depending on the severity of the conduct, the program manager may recommend reprimand, suspension, demotion, or dismissal without a work improvement plan, in accordance with the procedures in the current version of Regulation 4429.

- c. Recommend Demotion: Signifies performance significantly below one or more standards, guidelines, or expectations but the evaluator determines there are prospects for satisfactory performance in a lower level position, and determines that it is in the school system's best interest to move the employee to such a position
- d. Recommend Dismissal: Signifies performance significantly below one or more standards, guidelines, or expectations and there is no reasonable prospect that the employee can sufficiently improve performance to remain an employee of the school system. An employee receiving this recommendation will be recommended for dismissal.

4. Salary.

A salary increment is awarded based on an evaluation that indicates that the employee meets performance standards, guidelines, 1QW and expectations.

If there is a possibility of a final evaluation recommendation other than reappointment, the evaluator shall advise the employee and the Department of

Human Resources at least four weeks prior to the annual increment eligibility date.

The evaluator shall advise the employee that the salary increment may be withheld as a result of the final evaluation recommendation. The evaluator must schedule a subsequent evaluation to determine whether or not there has been an improvement in the employee's performance.

In the event that there is improvement in performance noted on the subsequent evaluation, the employee shall receive the annual increment and salary-scale change retroactive to the normal annual increment date and the normal increment eligibility date shall not change.

5. Notification.

Principals or program managers will receive a list of support employees to be evaluated. This list will identify employees whose anniversary dates are within one calendar year from receipt of the list. This list will be generated quarterly.

See also:

The current versions of:

Regulation 4220, Personnel Files
Regulation 4429, Conduct and Discipline—Support Employees
Regulation 4461, Grievance Procedure—Teachers and Instructional Aides
Regulation 4462, Grievance Procedure—Unified Scale (former S-scale and Transportation) and Food Services Employees
Regulation 4293, Dismissal—Definition of Just Cause
Regulation 6701, Records Management Program
Regulation 3355, Thomas Jefferson High School for Science and Technology
Teacher Performance Assessment and Evaluation Handbook
School-Based Administrator Performance Assessment Handbook
Nonschool-Based Administrator Performance Assessment Handbook
Support Employee Performance Assessment Handbook
Instructional Assistant Performance Assessment Handbook
Pupil Transportation Manual
Food and Nutrition Services Manual
The Department of Human Resources website at:
<http://www.fcps.edu/DHR/employees/evaluations/index.htm>.

Legal Reference: Code of Virginia 22.1–308 et seq., 22.1–302 et seq., and 22.1-312 et seq.