Instructional Personnel Performance Appraisal System

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Personnel <em>Performance Appraisal System</em> (PAS) Review and Revision Team</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Personnel <em>Performance Assessment System</em> (PAS) Review and Revision Team</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>Purpose</td>
<td>8</td>
</tr>
<tr>
<td><strong>Performance Appraisal System (PAS) Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>• Orientation</td>
<td>9</td>
</tr>
<tr>
<td>• Observations</td>
<td>9</td>
</tr>
<tr>
<td>• New Teachers with up to Three Years of Experience</td>
<td>10</td>
</tr>
<tr>
<td>• Teachers with Four or More Years of Experience</td>
<td>11</td>
</tr>
<tr>
<td>• Teachers with Less than Proficient Performance Ratings</td>
<td>12</td>
</tr>
<tr>
<td>• Teachers with Unsatisfactory Ratings</td>
<td>13</td>
</tr>
<tr>
<td>• Flowchart of Procedural Steps for All Teachers</td>
<td>14</td>
</tr>
<tr>
<td>• New Teacher Probationary Employee Process</td>
<td>15</td>
</tr>
<tr>
<td>• Interim Evaluations</td>
<td>15</td>
</tr>
<tr>
<td>• Performance Assessment and Tasks &amp; Timelines</td>
<td>15</td>
</tr>
<tr>
<td>• Continued Process Improvement of System Design, Review, and Modifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Performance Appraisal System (PAS) Dimensions</strong></td>
<td></td>
</tr>
<tr>
<td>• Appraisal Dimensions based on Florida Educator Accomplished Practices &amp; BPS Standards</td>
<td>16</td>
</tr>
<tr>
<td>• Performance Appraisal Model</td>
<td>17</td>
</tr>
<tr>
<td>• Parental &amp; Community Input</td>
<td>18</td>
</tr>
<tr>
<td>• Professional Growth Plan (PGP) for Development and Implementation</td>
<td>18</td>
</tr>
<tr>
<td><strong>Performance Appraisal System (PAS) Data Components</strong></td>
<td></td>
</tr>
<tr>
<td>• Using Data &amp; Indicators of Improvement in Student Performance</td>
<td>19</td>
</tr>
<tr>
<td>• Student Growth Measures Summary</td>
<td>19</td>
</tr>
<tr>
<td>• Rating Scale Definitions</td>
<td>20</td>
</tr>
<tr>
<td>• Alignment</td>
<td>21</td>
</tr>
<tr>
<td>• Overall Performance Ratings</td>
<td>21</td>
</tr>
<tr>
<td>• Performance-Based Compensation</td>
<td>22</td>
</tr>
<tr>
<td>• Student Success Act</td>
<td>23</td>
</tr>
<tr>
<td><strong>Performance Appraisal System (PAS) Support</strong></td>
<td></td>
</tr>
<tr>
<td>• Professional Development Assistance Plan (PDAP)</td>
<td>24</td>
</tr>
<tr>
<td>• District Peer Mentor Teachers</td>
<td>24</td>
</tr>
<tr>
<td>• Career Counseling</td>
<td>24</td>
</tr>
<tr>
<td>• Employee Coaching</td>
<td>25</td>
</tr>
<tr>
<td><strong>Professional Development Training</strong></td>
<td></td>
</tr>
<tr>
<td>• Instructional Personnel Training</td>
<td>27</td>
</tr>
<tr>
<td>• Professional Development Objectives</td>
<td>27</td>
</tr>
<tr>
<td>• Evaluator Training</td>
<td>30</td>
</tr>
<tr>
<td>• Recommended Performance Appraisal Techniques &amp; Practices</td>
<td>32</td>
</tr>
<tr>
<td>• Performance Appraisal Training Plan for Classroom Teachers 2011-12 Timeline</td>
<td>34</td>
</tr>
</tbody>
</table>
Table of Contents (continued)

Appendix

- Brevard Public Schools (BPS) Continuous Improvement Cycle .......................................................... A-1
- Instructional Personnel Performance Appraisal System Dimensions ..................................................... A-2
- Instructional Personnel Performance Appraisal System Rubrics ............................................................ A-5
- Observation Form Instruments .............................................................................................................. A-24
- Professional Growth Plan (PGP) Development Summary of Terms .................................................. A-28
- Teacher (PGP) Form ............................................................................................................................. A-29
- Teacher PGP Form Sample .................................................................................................................. A-30
- Teacher PGP Goal Development Scoring & Feedback Form ................................................................. A-32
- Teacher PGP Goal Development Scoring & Administration Final Feedback Form ............................ A-33
- Teacher PGP Goal Implementation Scoring & Feedback Form ............................................................. A-34
- Personnel Appraisal System Evaluation Instrument ............................................................................ A-35
- Personnel Appraisal System Evaluation Instrument for Short-Term Contract Teachers ................ A-39
- Instructional Professional Development Assistance Plan (PDAP) Form ............................................ A-40
- Mid-Year Conference Form ............................................................................................................... A-41
- Evaluation Summary Calculation Form ............................................................................................... A-42
- Two-Year Beginning Teacher Support System Documentation .......................................................... A-44
- Methods of Determining Student Achievement ................................................................................ A-47
- 2010 Elementary Math Regression Analysis ....................................................................................... A-48
- Performance Appraisal Model Overview ........................................................................................... A-49
- Student Performance Growth Measures Growth Measure Detail Ratings ........................................ A-50
- Value-Added Growth Measures ......................................................................................................... A-53
- Performance Model Computation Example ........................................................................................ A-54
- Evaluation Summary Calculation Form – Resource Teachers .............................................................. A-73
- Instructional Personnel Performance Appraisal System – Non-Classroom Teachers Rubrics ........ A-76
- Personnel Appraisal System Evaluation Instrument – Non-Classroom Teachers .......................... A-86
- Evaluation Summary Calculation Form – Non-Classroom Teachers ................................................ A-91
- Instructional Personnel Performance Appraisal System Project Team Milestone’s ....................... A-93
- Bibliography ......................................................................................................................................... A-94
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Our Mission is to Serve Every Student with Excellence as the Standard!
Instructional Personnel Performance Assessment System

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Philosophy

The School Board of Brevard County expects that Brevard teachers meet or exceed the Florida Educator Accomplished Practices. Our teachers will model life-long learning and the principles of continuous improvement. We are committed to educational excellence and recognize that the optimal way to accomplish this goal is through quality instructional performance. We have a commitment to high standards and a professional teaching culture marked by shared purpose, collegiality, innovative spirit, and continual learning. An instrument that measures quality instructional performance is essential for promoting high student achievement and increased instructional improvement. Support will be provided through classroom observations that focus on areas of the Florida Educator Accomplished Practices. This will allow opportunities for teachers to receive feedback from the supervisors as a facilitator of the teachers reflection of their classroom practices and support their efforts to enhance teaching and learning in their classrooms. The measurement of instructional performance through reliable and valid processes that promote improvement is likewise considered essential. The process of employee performance appraisal is considered developmental and collegial in nature and is supported by research-based procedures. On-going productive and collaborative dialogue is critical to the development of year-long, planned activities designed to promote individual professional growth. Such activities foster a relentless pursuit of teaching methodologies that enhance student engagement, critical thinking, self-efficacy, and teacher effectiveness. These procedures will be designed so as to support the concept that an effective employee performance appraisal is non-threatening, developmental, fair, equitable, legally-sound and places great value on the input from observations and teacher reflections. In developing this philosophy, it is recognized than an employee performance appraisal is an ongoing process.

The developmental nature of this performance appraisal system is to be continually emphasized so that a productive dialogue can develop which promotes the concept of the system and individual growth. The key to making this system work as designed is on-going communication at all levels throughout the school year.

In addition, the School Board of Brevard County recognizes that an effective appraisal system must assist individuals in identifying and reaching their individual goals and aspirations through goal setting and feedback components. These elements of the appraisal process support the continuing growth of high morale and highly effective instruction that promotes student achievement.
Purpose

Consistent with the philosophy statement, the Brevard Instructional Personnel Performance Appraisal System includes the following purposes:

- To influence and enhance student achievement through improved instruction
- To promote professional growth through a developmental, collaborative process
- To provide information for use in annually making contract renewal decisions
- To influence decisions regarding changes in assignment, transfers, and/or promotions
- To encourage career growth and development through goal development
- To promote collegiality in collaborative discussions regarding effective professional development
Performance Appraisal System Procedures

This section is intended to provide an overall description of the Instructional Personnel Performance System procedures. These procedures are designed to incorporate and comply with provisions of Florida Statute 1012.34 - Assessment procedures and criteria. These procedures follow:

Each year, all instructional personnel shall be fully apprised of the School Board of Brevard County’s formal Instructional Personnel Performance Appraisal procedures. This orientation will be scheduled during pre-planning and will be documented pursuant to file copies of each building pre-planning calendar of activities. During the initial orientation, all instructional personnel will be given directions to the assessment instrument, data collection forms, and supporting procedures on the district web-site. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

The past practice in Brevard has been the supervisor evaluating the quality of a teacher’s performance based on observing the teacher delivering a lesson and then the supervisor makes a judgment on the quality of teaching and writes a summative evaluation. The new classroom observation model will require reflective practice on the part of the teacher to take on his/her professional growth. The supervisor becomes a facilitator of the teacher’s reflection. The teacher will provide relevant, objective data to support the teacher in making decisions about their teaching. It is expected that there will be times when a supervisor will have to be more directive in helping teachers improve their practice. When there may be a need for a specific instructional methodology, strategy, or the skill level of the teacher is developing and more support is necessary, it is still expected that the supervisor will encourage the development of the teacher’s reflective practice to improve his/her instructional practices.

Our new classroom observation process is built upon reflective practice. New teachers will need the opportunity to build their skill levels and expand their experiences to fully realize the professional growth model. These teachers will participate in a minimum of two observation cycles during the year.

The supervisors are encouraged to allow for several different observers; the observations can be conducted singularly, or in combination by a school administrator(s), district level certificated personnel, peer teachers, resource teachers, teacher leaders, or other qualified persons. All observers will be trained in how to facilitate the observation process. The focus of professional growth must be consistent; therefore, communication must occur between all observers working with the teacher so that the teacher does not receive conflicting messages.

The main goal of all supervisors in this process is to provide support to teachers and help them improve and grow professionally. The evaluation forms, in conjunction, with the planning forms and action plan reports should document what has been done to support the teacher. Consult your Supervisor and Human Resources when efforts to encourage and support improvement are not resulting in desired improved performance for the teacher.

Evidence documenting teacher’s work with students may include video-taped lessons, examples of lesson plans, learning goals and classroom activities, class and homework assignments, accommodations for special needs students, and English language learners, analysis of student learning products, 2-way home-school communication.

Evidence documenting fulfillment of professional responsibilities includes artifacts on school improvement goals, expansion of subject area knowledge and skills, knowledge and implementation of 21st century skills. Collegial collaboration evidence may include confirming work with colleagues, work on RTI teams, PLCs, facilitating groups, District or school teams.

Each year BPS will annually report to the parent of any student who is assigned to a classroom teacher or school administrator having two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.
These teachers must participate in a minimum of four observations; two formal observations by an administrator and two informal observations that may be completed by peers during the year, to include two annual observations used for annual evaluations by the administrator. They will participate in three conferences, one should be a planning conference completed no later than September 15. The second may be anytime between the planning conference and the final evaluation. The purpose of the second conference is to discuss the PGP, detailed in the planning conference.
It is expected that these teachers meet or exceed the standards set forth in Florida Educator Accomplished Practices (FEAP). Our observation process for continuous improvement is to encourage teachers to further examine their teaching practice. Teachers will be encouraged to research new and innovative strategies and include them in their teaching practices.

These teachers are provided opportunity to explore and reflect on their practice and will participate in no less than one annual observation. Teachers are encouraged to incorporate new and innovative strategies and move outside their “comfort-zone”. These teachers who meet or exceed the expectations of the FEAP are focused on professional growth beyond competence.

These teachers will participate in three conferences for professional growth within the yearly cycle. The first conference is for the purpose of developing the Professional Growth Plan (PGP), to be held no later than September 15. The second may be anytime between the planning conference and the final evaluation. The purpose of the second is discussing and recording the teacher’s progress toward the Teacher’s PGP.

The milestone event of completing the fourth year of teaching, BPS allows those teachers who are deemed highly effective to choose not to participate in the observation process for the next year.
If from the formative observations, it is believed that an instructional employee’s performance in any of the performance areas falls in either the unsatisfactory or needs professional support category, the following procedures will be utilized:

A. Written notice in the form of an interim evaluation that the performance within the specified area is below an effective level,

B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,

C. A written Professional Development Assistance Plan (PDAP) will be developed with the employee to correct said deficiencies; and

D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

If the employee receives a rating of professional support needed or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the formative and summative forms and attachment(s) shall contain the teacher’s signature and date received.
These teachers are NOT progressing toward meeting the Florida Educator Accomplished Practices (FEAP) as expected; more conferences should be conducted to provide additional opportunities for feedback and improvement. These teachers must participate in four observations by an administrator and will be placed on a Professional Development Assistance Plan (PDAP). These additional observations will help support the decision-making process about renewal of the teacher’s contract for the next year.

The supervisor is ultimately responsible for the observation process. However, supervisors are encouraged to have the employee participate in the observation and conferencing process with different employees/supervisors. This allows employees and supervisors to gain insight from others with different experience and expertise. Any employee asked to conduct observations shall have received training in how to observe and conference. Communication must occur between all observers so that employees do not get conflicting messages and the focus on their growth is consistent. The supervisor should always be aware of the outcome of the conferences.
PROCEDURAL STEPS FOR THE EVALUATION OF TEACHERS

Orientation Provided
- All Teachers
  - During preplanning or within 30 days of first workday
  - All instruments used during the process are provided

Conferences
- Must have a minimum of three conferences annually linked to the Professional Growth Plan
- Observations may be given either singular or in combinations with school administrators, district level certificated personnel, peer teachers, resource teachers, teacher leaders, or other qualified persons
- Must have a minimum of three conferences annually linked to the Professional Growth Plan

Teachers with 4 years of experience in Brevard County and meets or exceeds FEAP
- Four annual observations, two formal and two informal by an administrator or qualified observer are required
- Teachers in their fifth year receiving a highly effective rating may choose not to participate in one formal annual observation by an administrator that year
- Must participate in Professional Growth Plan Development and Implementation
- Must demonstrate progress towards goals
- Must work with team for assignment of collaboration and mutual accountability points

New Teachers (0-3 years) or Teachers from out of state/county that have been transferred to BPS
- Must meet standards of FEAP
- A minimum of 2 annual Evaluations with Observations by an Administrator
- A minimum of 2 informal Observations by other qualified persons
- Must demonstrate reflection or teaching experience
- Interim Evaluation required

Less than Effective Teachers: Teachers that have Less than Proficient Ratings
- Teacher must be given notice
- 4 Employee Observations and Conferences
- Must develop a written Professional Development Assistance Plan (PDAP) that includes:
  - Specific Strategies, Suggestions, Improvements
  - Specific Teaching Behaviors

Teacher who receives “Unsatisfactory” Rating
- Interim Evaluation required
- Teacher must be given notice
- 4 Employee Observations and Conferences
New employees to Brevard Public Schools must read and sign a Statement of Understanding acknowledging they have read the statement and understand that they are probationary employees during their first year of employment. During the probationary contract, teachers can be dismissed without cause and may resign without repercussions.

The interim evaluation is a tool used to communicate with the employee and to provide specific feedback on performance. An interim evaluation will be used when there appears to be employee performance concerns. The interim evaluation may be used at any time throughout the performance appraisal process – before the annual appraisal is completed or following the final annual evaluation. When an interim evaluation is done, all performance areas must be assessed. Interim evaluations may also be used to gather baseline data during the Probationary Process.

The performance appraisal system is cyclical in nature. It is a process not an event. Based on the timeline which requires that summative evaluation instruments be sent to Human Resources Services by June 30, the following sequence of events should occur:

A. Each instructional employee will participate with his/her supervisor in an initial performance assessment session to discuss and consider performance expectations for the teacher’s specific position. It is anticipated that this planning session will occur following the discussion of the previous year’s summative evaluation. The purpose of this conference summarizes and completes the previous year’s evaluation cycle and initializes the calendar year for the subsequent assessment program.

B. The supervisor and employee may schedule interim performance review(s) as needed. The specific number of reviews may depend on several factors including the nature of the performance objectives, if any, the previous performance experiences of the teacher, and the teacher’s need and desire for constructive feedback.

C. Data Collection – During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. S/he has the option of utilizing the professional performance standards data collection forms contained herein.

D. Interim performance review may be scheduled on date(s) indicated during the performance planning session or any time determined by the supervisor or employee. The two will meet to discuss the employee’s performance for any performance area identified as needing improvement. The supervisor will complete a Professional Development Assistance Plan for any performance area that is identified as less than effective. This form should indicate the specific teaching behaviors that are to be acquired, improved, or deleted and identify improvement strategies with a follow-up date for review.

E. Performance Objectives – The follow-up of the interim review should be scheduled during the initial planning session with a time interval controlled by the nature of the objective relative to length of time required for accomplishment and/or anticipated need for coaching, feedback, or assistance.

The district project team will receive quarterly feedback from teachers and administrators about how the system is working in the on-going effort of continuous process improvement. This quarterly data will then be reviewed by Human Resources and the project team for further data analysis. Once examined, should the data show evidence which translate to the enhancement of instruction and student learning effectiveness, modifications will be made prior to the next annual review cycle. To further delineate the analysis, a third-party evaluator will complete feedback and provide process improvement criteria.
The Seven Performance Appraisal System Dimensions (FEAP & BPS Standards)

1. Instructional Design & Lesson Planning
2. Learning Environment
3. Instructional Delivery & Facilitation
4. Assessment
5. Professional Responsibilities & Ethical Conduct
6. Relationship with Students
7. Relationships with Parents & Community
The district will provide a parent input survey to the schools to be distributed to the parents of students at the school. This survey will ask parents to respond to questions about their child’s instructional program, about communication between the home and school, level of parent involvement, availability of materials, and homework. These surveys will include a comment section where parents are given the opportunity to provide input on teachers, administrators, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district’s nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. The rubrics for relationships with students and relationships with parent/community will be used to document parent/student support of instructional teachers. Data and information from any of these sources may be used in teacher evaluations.

Each teacher sets clearly defined training objectives. The objectives are entered on the Professional Growth Planning Form. Objectives are linked to the Florida Educator Accomplished Practices. Specific and measurable student performance objectives are designed by the teacher based on information and the needs and characteristics of his/her class. Student objectives are linked to a state/district or school-approved student standard, such as the Sunshine State Standards, Goal 3 Standards, Grade Level Expectations, School Improvement Plan Objectives, Strategic Plan Objectives or Individual Education Plans. The student performance objectives are measured by the teacher, and results are reported to the principal on the Professional Growth Plan (PGP). The PGP is reviewed and approved by a team of teacher leaders and the principal. PGP’s are kept on file at the school. In-service activities are evaluated by compiling a variety of data sources from participants, staff members, and principals. See the Professional Development Planning section of this document for more in-depth information about the professional development planning process.

Plan Development (1 to 3 goals)

A. Development of PGP Goal
   a. Quantitative & qualitative student performance data
   b. Incorporates best-practice research
   c. Based on reflection of current practice—areas for growth
   d. Connection to School Improvement Plan (SIP)
   e. Meaningful “stretch”

B. Work Plan Strategies
   a. Defined learning and professional development
   b. Action oriented and sustained
   c. Direct connection to PGP goal
   d. Defined, realistic timelines
   e. Defined in-process measuring elements
   f. New practice followed by feedback and/or reflection

C. Outcome Measures and Reflection
   a. Quantitative and qualitative student performance targets connected to data in “A”
   b. Quantitative and qualitative based on changes in professional practice

Plan Implementation

A. Working the Plan
   a. Fidelity in professional development and professional practice strategies
   b. Timelines followed or adjusted with rationale
   c. Later practice informed by earlier attempts
   d. Sought feedback and support
   e. Shared successful practice

B. In-process monitoring
   a. Ongoing reflection
   b. Specific processes for acquiring quantitative and qualitative formative performance data from students connected to instruction
The district’s performance appraisal system uses data and indicators of student performance as a part of the evaluation of all instructional personnel and this part of the assessment process counts as fifty percent (50%) of the teacher’s final summative annual evaluation. Teachers are monitored on how they use assessment strategies for student performance. This performance information may come from the nine-week student progress reports, the interim student progress reports, or the teachers’ grade books. Increases in student achievement may be monitored from one grading period to the next. Student performance is measured by state assessments as required under Florida Statutes and by district assessments for subjects and grade levels not measured by the state assessment program.

Brevard Public Schools (BPS) will utilize the state-adopted teacher-level student growth measure cited in the Memorandum of Understanding (MOU) in the Race To The Top grant (D)(2)(i) as the primary factor of the teacher evaluation system. Student achievement will count for 50% of the Brevard teacher’s evaluation system.

At least 50 percent of the performance evaluation will be based upon data and indicators of student learning growth, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s. 1008.22(8). Brevard Public school will use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all course associated with statewide assessments and will select an equally appropriate formula measuring student learning growth for all other grades and subjects except as otherwise provided in subsection (7).

Beginning in the 2011-2012 school year, BPS will measure student learning growth using the formula provided by the commissioner under as required under s. 1008.22 for courses associated with FCAT. BPS will implement the additional student learning growth measures selected by the commissioner for the remainder of the statewide assessments included in s. 1008.22 as they become available. Beginning in the 2014-2015 school year, for grades and subjects not assessed by statewide assessments but otherwise assessed as required under s. 1008.22(8), BPS will measure students learning growth using an equally appropriate formula. The Florida Department of Education shall provide models for measuring learning growth for us to use.

For courses not measured by a statewide assessment the district may use a student achievement measure rather than a student learning growth measure where this may be a more appropriate measure of the classroom teacher’s performance. The district may also use a combination of student learning growth and achievement to assess the performance of classroom teachers. In some cases it may be appropriate for the performance evaluation for the classroom teacher assigned to a course not included in statewide assessments, to include the learning growth of his or her students on FCAT Reading or FCAT math. The performance evaluation will give greater weight to student learning growth on the district assessment.

Measurable learning targets will be established based upon the goals of the school improvement plan and approved by the school principal. The Superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team’s students on statewide assessments.

For classroom teachers, the student learning growth portion of the evaluation will include growth data for students assigned to the teacher over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

For instructional personnel who are not classroom teachers, the student growth portion of the evaluation will include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years, and could include a combination of student learning growth data and the other measurable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than three years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to twenty percent.
By 2014 BPS will adopt a performance salary schedule that provides annual salary adjustments for instructional personnel based upon performance determined under s. 1012.34.

The district expects competent and professional work from its teachers. Such work should improve over time. The teacher and supervisor should discuss the level of performance that is expected for each competency. In determining the expected performance level, the requirements of the position and the employee experience are to be considered.

There will be two rating scales for determining highly effective, effective, needs to improve or unsatisfactory performance of the teachers. The formative scale for observations will be:

A. **Distinguished**: Indicates performance that consistently exceeds the requirements of the position and the level of performance commensurate with the experience of the teacher.
B. **Proficient**: Indicates performance that consistently meets the requirements of the position and the level of performance commensurate with the experience of the teacher.
C. **Developing or Professional Support Needed**: Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the teacher.
D. **Unsatisfactory**: Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the teacher.

The comment sections of all evaluation instruments are provided for specific feedback and comments about an employee’s performance. These sections are to be used to identify performance that needs to be improved and to recognize performance that is considered outstanding or exemplary.

**The final overall rating of a teacher will be from a multi-metric system using an annual performance tally based on a point range from 0-100:**

- 0-50 points **Student growth**
- 0-21 points **Observation(s)**
- 0-10 points **Plan Development**
- 0-08 points **Plan Implementation**
- 0-08 points **Collaboration and Mutual Accountability**
- 0-03 points **Alignment**

**Scale for annual summative evaluation rating:**

- 86-100 **Highly Effective**
- 73-85 **Effective**
- 64-72 **Needs to Improve**
- 63-0 **Unsatisfactory**
### Performance Appraisal Model

<table>
<thead>
<tr>
<th>50% Professional Practices</th>
<th>50 Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practices</td>
<td>21 points – Professional Practices</td>
</tr>
<tr>
<td></td>
<td>10 points – Professional Growth Plan Development</td>
</tr>
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<td>8 points – Plan Implementation</td>
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<td>8 points – Collaboration/Mutual Accountability</td>
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<td>3 points – SIP Alignment</td>
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<tr>
<th>50% Student Performance</th>
<th>50 Pts.</th>
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<tr>
<td>Individual Accountability for Student Growth</td>
<td>45 points – Individual accountability for student achievement/ value added growth measures</td>
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<tr>
<td>Based on Identified Assessments</td>
<td>5 points – Collaborative team student achievement results related to closing the achievement gap of the Lowest 25% in Reading and/or Math.</td>
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</table>

You will note that the Professional Practices component equals 47 points yet we have a total possible evaluation score of 100. That is because up to 3 points could be earned as an alignment component between both Professional Practice and School Improvement. In this way, every staff member has a vested interest in supporting the growth of their colleagues to, in turn, improve student performance.

The calculation is based upon a new form of alignment ensuring that educator actions align with school improvement goals and strategies.

- **3 points:** All strategies implemented with fidelity and growth toward identified outcomes is evident.
- **2 points:** All strategies implemented with fidelity.
- **1 points:** Most strategies implemented with fidelity.
- **0 points:** Limited evidence of SIP implementation and no growth in outcome measures.

The last performance area on each of the respective summative forms is an overall rating. Consistent with requirement of law or rule, any individual whose performance is rated overall unsatisfactory for two (2) consecutive years will be referred to Professional Practices Services for review.

There are two parts to the summative evaluation form; the first part is the formative observation(s) that may be based on peer as well as the required administrator input. A numerical score of up to 50 will be assigned based on the points given for each educator practice observed as scored on the formative evaluation form, Plan Development. Plan Implementation, Collaboration and Mutual Accountability, and Alignment; the second part of the summative evaluation for an overall annual rating will be based on multi-metric indicators of student growth worth up to 50 points. The annual rating will be based on a point scale from 0-100.
The last performance area on each of the respective summative forms is an overall rating. Consistent with requirement of law or rule, any individual whose performance is rated overall unsatisfactory for two (2) consecutive years will be referred to Professional Practices Services for review.

**Grandfathered salary schedule**

- Brevard Public Schools (BPS) shall adopt a salary schedule to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule. Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract. Such an employee shall be placed on the performance salary schedule and may not return to a continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.

- In determining the grandfathered salary schedule for instructional personnel, a district school board will base a portion of each employee’s compensation upon performance and shall provide differentiated pay for both instructional personnel based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

**Performance salary schedule**

- By July 1, 2014, BPS shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel based upon performance. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.

- Base salary—The base salary shall be established as follows:
  - The base salary for instructional personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.
  - Beginning July 1, 2014, instructional personnel new to BPS, returning to BPS after a break in service without an authorized leave of absence, or appointed for the first time to a BPS position in the capacity of instructional personnel shall be placed on the performance salary schedule.
  - The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than **highly effective** or effective for the year.

- Salary supplements—In addition to the salary adjustments, BPS shall provide for salary supplements for activities that will include, but are not limited to:
  - Assignment to a Title I eligible school.
  - Assignment to a school in the bottom two categories of the school improvement system such that the supplement remains in force for at least 1 year following improved performance in that school.
  - Certification and teaching in critical teacher shortage areas. BPS will identify areas of critical shortage within the school district.
  - Assignment of additional academic responsibilities.

**Advanced degrees**

- BPS will not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

If budget constraints in any given year limit BPS’ ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.
### Student Success Act Implementation Salary Schedule*

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<tr>
<th><strong>Remain employed with BPS</strong></th>
<th><strong>Move out of BPS District</strong></th>
<th><strong>Remain employed with BPS</strong></th>
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<td>absence</td>
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<td>• Give up PSC/CC and go on</td>
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<td>annual contract</td>
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*Salary schedule continues to be collectively bargained and supplements continue to be at the discretion of BPS based upon the criteria in law*
Performance Appraisal System Support

The Professional Development Assistance Plan is required when any of the performance area ratings are less than proficient. This form is designed to provide specific strategies, suggestions, and/or improvements in the area(s) noted as deficient. Specific teaching behaviors that are to be acquired, improved, or deleted shall be recorded.

Brevard Public Schools makes available to all instructional employees the services of its District Peer Mentor Teachers. These highly trained, highly qualified professionals work with new teachers, teachers experiencing difficulties in any of the performance areas in the performance appraisal system, or any other instructionally certified employee who can benefit from their professional, collegial services. The main purpose of their work is to provide developmental assistance and support to improve employee performance. Peer Mentor Teacher services may be requested by employee self-referral or by an administrative referral. Interested employees may contact the Office of Educational Leadership & Professional Development for further information.

Career counseling is considered a critical component of this appraisal system. It is an ongoing component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the employee. The objective of career counseling and other key points are identified in the career counseling section of this booklet.

Career counseling is a discussion between the supervisor and employee of the employee’s longer-term career goals and professional development needs.

The objectives of career counseling are to:

1. Improve personal performance and assure continued professional growth and development of employees.
2. Prepare employees for future work assignments requiring greater levels of professional and personal commitment.
3. Help employees identify short-term and long-term career goals.
4. Provide unfiltered feedback to employees on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor’s role is to provide advice and counsel and to explain how the employee’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the employee’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from career counseling, an employee must take an active role in the process.

When an employee’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.
Several components of this appraisal system require direct assistance and unfiltered feedback. Research indicates that a wide gap usually exists between an employee’s actual performance level and his/her potential performance level. The purpose of this component is to reduce the span of the gap and accordingly have a positive impact on the quality of the school district’s overall performance. This component strongly supports the developmental concept of this appraisal system.

Similar to the Career Counseling component, coaching is likewise ongoing. It also occurs during the regularly scheduled formal and informal performance assessment sessions. A description of the employee coaching component is identified in the employee coaching section of this document.

A wide gap usually exists between an employee’s actual performance and his/her potential performance level. Reduction of that gap has a direct effect on the quality of the District’s performance. How well that gap is reduced for employees is one test of a successful supervisor. In the last analysis, supervisors carry two major, interrelated responsibilities:

1. Producing the work they are charged with
2. Developing their employees

In meeting these responsibilities, one of the most powerful tools available to supervisor is skill in coaching employees.

The objectives of coaching are to:

1. Improve personal performance and ensure the development of employees
2. Help employees eliminate or reduce mistakes or personal shortcomings
3. Provide feedback to employees on errors, shortfalls, or successes
4. Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance standards.

Coaching includes all the instructions, praise, suggestions, criticisms, and mutual discussions that managers use to develop and motivate professionals. Coaching is a direct response to the need to assist employees in developing their potential, with emphasis on the skills required for success in their current jobs. It requires objectivity, analysis, and a sensitive awareness of and respect for another person’s viewpoints and reactions. Most coaching is, or should be, situational. Problems and exceptional performance should be addressed as they arise in the conference for something done three months before will lead to a feeling of unfairness and resentment. To save up all your praise and criticism for the scheduled performance assessment conferences will overwhelm the employee.

Coaching also occurs during the regularly scheduled formal performance assessment sessions. The major differences between the two opportunities for coaching are:

**Situational Coaching**
- Usually prompted by specific situation
- Usually addresses a problem, though can also reinforce successful performance
- Situation is addressed now and usually little or no time for preparation
- Format is non-routine

**Performance Assessment/Career Counseling Coaching**
- Usually tied to evaluating overall performance
- Scheduled annually or at the completion of an assignment
- Usually adequate time for preparation
The principles are generally the same in all three situations (situational, performance assessment, and career counseling). In fact, the most effective performance assessments are continuous, consisting of regular situational coaching as well as scheduled sessions. Reliance on scheduled sessions only, with limited coaching in the interim, is not an effective system.

The purpose of coaching is not to emphasize an employee’s mistakes or personal shortcomings but to improve future performance or behavior. Coaching is a two-step process:

a) Analyze an error, shortfall, or success

b) Plan for future improvement or continued success

Coaching is a rational, analytical process that requires many of the same intellectual skills a successful administrator uses in other parts of the job. For coaching to be beneficial, it requires sensitive awareness of and respect for another person’s viewpoints and reactions. Without objectivity and analysis, an administrator will not be a fully effective coach.

Because most coaching is triggered by below-optimum performance, much of the ensuing discussion will consider problem-centered coaching. It is important to keep in mind, however, that the same coaching process is as applicable to discussions of an employee’s success as reinforcement for future performance. Try and catch your employees doing something right.

Causes of Poor Performance

Supervisors often assume that the employee is solely responsible for poor performance of job-related behaviors. Such assumptions may overlook elements within the organization or external situations that are causing the problem. In this regard, there may be several reasons for poor performance that are at least partly beyond the control of the employee:

- Expectations are not understood
- Continuing feedback and counseling for improved performance are not provided
- Person does not know how to perform certain job functions
- Organizational support or assistance from other members of the district is lacking
- Person has poor relationships with other members of the district
- Negative attitudes toward certain aspects of the work or work environment have been developed
- Difficulties outside the district, such as family problems, are hindering job

It is easy to overlook such explanations for an employee’s weak performance, but a supervisor must always be aware, both in planning for and conducting a session, that such reasons may exist. With the possible exception of family problems, most other problems are more directly within the control of the employee and organization. Even personal problems can be dealt with in coaching will depend greatly on the relationship between supervisor and employee, as well as on the nature of the problem.
The following characteristics describe well-written individual performance objective statements:

Objectives:

A. Are supportive of the district plan, departmental objectives, and/or school improvement plans.
B. Are primarily under the objective setter’s control.
C. Precisely specify a single key result to be accomplished.
D. Are written in the future tense.
E. Are subject to renegotiation.
F. State the means by which the job will be accomplished.
G. Are attainable yet challenging.
H. Specify a completion date.
I. Are quantitatively measurable or at least observable.
J. Specify the individual’s role/responsibility for objective attainment.
K. Are agreed to by both the employee and supervisor.
L. Are recorded in writing.

The following information expands these characteristics in more detail.

A. Are supportive of the district plan, departmental objectives, and/or school improvement plans:
The purpose of the objective setting process is to help accomplish the current objectives of the district through a buy-in process of objective setting. The individual objectives must consider the current needs of the district, department, or school and students served.

B. Are primarily under the objective setter’s control:
Accomplishment of the objective must not be unduly dependent on external forces or the efforts of others. The individual must have a reasonable chance of achieving the objective with the resources at his/her disposal.

C. Precisely specify a single key result to be accomplished:
Ambiguous words and phrases are not appropriate. When writing objectives, each word must be carefully chosen for its meaning in the context. It is often common words and phrases that are most confusing, e.g., “cause,” “efficient,” “promptly,” “with rare exception.”

The following is an example of an objective that was not carefully phrased:

Example:

I will cause our department to be within budget.
The above objective does not have any direction. How will this person know whether the department is within budget? We could phrase the above objective to make it less ambiguous as follows:

Example:

I will “undertake a review of our department’s expenditures from July 1 through October 1 and provide the principal, by December 1, 20--, a report outlining recommendations for modifying our procurement procedures” in order to remain within budget on a month-to-month basis throughout the fiscal year.

In the above corrected example, we have clarified how this person will contribute to the department’s maintaining a within-budget status.

In some objectives, words and phrases are used which meanings peculiar to the position held or job have done. Thus, it is justifiable to use technical terms if their alternative is a lengthy description.

D. Are written in the future tense:
Objectives are written in the future tense because they refer to something that should be accomplished over the coming performance period.

E. Are subject to renegotiation:
One of the most important aspects of a performance appraisal system is that objectives are subject to renegotiation at any time at the request of either the employee or the supervisor and are subject to change on the mutual agreement of both parties. However, renegotiation should only occur when there is clear evidence that an objective is no longer relevant or the degree of accomplishment is no longer due to conditions beyond the employee’s control.

F. State the means by which the job will be accomplished:
Objectives should express HOW they will be accomplished. The means for objectives may be stated by using the words and phrases, “through consultation with...,” “by,” “through,” etc.

G. Are attainable yet challenging:
Objectives should not be set too high or too low. The successful completion of an objective should require the expenditure of considerable effort. Objectives should offer a challenge to the individual. The level of performance required by objectives will vary depending on individual capabilities and experience. It is the responsibility of the supervisor to assist in the determination of the level of performance and set the objective accordingly.

H. Specify a completion date:
Objectives are created with a definite time span in mind. Once the objective has been achieved, it ceases to exist. Avoid using words that suggest regenerative characteristics, (e.g., “continues”).

The following objective does define its duration through the use of timelines (by December 31, 20--).

Example:

I will personally research, develop, and prepare guidelines for Project Graduation “by December 31, 20--,” and present them to the Principal.

On December 31, 20--, (assuming that the employee accomplishes this task), this objective ceases to exist.

Following is another example of a correctly stated objective:

Example:

I will personally research and analyze the two alternative reading programs under consideration and will submit a report as to my recommendations to my supervisor “by November 15, 20--.”
The objective ceases to exist on November 15, 20--; thus, it has a specific completion date.

I. Are quantifiably measurable or at least observable:
These characteristics lend concreteness to sometimes abstract concepts or phrases. Below, we will examine examples of each type of characteristic:

**Quantifiably Measurable:**
An objective is quantified when it expresses specifically measurable results, a number or percent which indicate when an objective will be accomplished.

The following examples do not indicate the quantitative characteristics:

*I will raise the test scores in my school.*

*I will attend staff meetings to discuss the progress being made in my school’s exceptional student education program.*

By indicating quantities through the use of words indicating quantity, we can correct the above examples as follows:

*I will raise the reading test scores in my school by 2%.*

*I will give four presentations this school year about my school’s exceptional education programs.*

**Observable:**
Not all objectives can be quantified. For those that are not quantifiable, there must be some way of determining whether or not the objective was accomplished. In such cases, the objective must be observable.

The following example is an objective that is not observable:

*I will plan for future needs more thoroughly than I have in the past.*

There is no way to observe the planning process. The objective could be written correctly as follows:

*I will “conduct a needs assessment” every six months by “asking students, teachers, and staff to fill out a questionnaire,” and I will “submit a report” with my recommendations to the Principal within two weeks of receiving the results of the questionnaires.*

J. Specify the individual’s role or responsibility for objective attainment:
Supervisors should discriminate between those jobs they perform and those that their employees perform. This is especially important in cases of job sharing. Supervisors must word the objectives in such a way that it is clear that, while they may not execute the assigned job, they do direct, administer, or assist their employees in their execution of the job.

K. Are agreed to by both employee and supervisor:
Objectives are to be written by the employee and reviewed and approved by the supervisor at the beginning of the year. This results in a better understanding and a closer working relationship between the employee and his/her supervisor. It also tends to produce greater commitment to the objectives on the part of the employee.

L. Are recorded in writing:
Objectives are written so that the employee and supervisor can refer back to them during the year. In this way, the employee’s efforts should always be focused toward the student, district, school, and or department objectives. Further, progress toward attainment can be measured in an objective way.
A. Evaluators in the Brevard County Instructional Personnel Performance Appraisal System will be required to become certified observers in the Brevard Public Schools (BPS) research-based system.

1) Approved Observer Training

(a) Objectives
   To ensure that evaluators and those assessed can reliably identify specific behaviors that have an impact on effective teaching.

(b) Activities
   District training activities will be used.

(c) Materials
   (1) Rubric document for observation.
   (2) Coding manual.
   (3) Observation practice tapes.

(d) Evaluation Procedure
   Evaluators will attain a passing score on the criterion observations.

B. Evaluators will complete the following training sessions:

1) Introduction to the BPS Instructional Personnel Performance Appraisal System.

(a) Objectives
   (1) To develop a positive philosophy and attitude toward personnel performance appraisal.
   (2) To outline the conceptual basis for the system in the goals, objectives, and philosophy.
   (3) To ensure that evaluators understand the proper use of the assessment criteria and procedures and the need for confidentiality.
   (4) To examine and to discuss procedures as they relate to various categories of instructional personnel.
   (5) To provide techniques for developing understanding of assessment criteria and procedures.

(b) Activities
   Participants will be provided with a thorough explanation of the policies, activities, forms, and other documents that constitute a system for annual assessment for all instructional personnel.

(c) Materials
   Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures
   In order to demonstrate attainment of the knowledge identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

2) Formative Data Collection Techniques and Data Interpretation

(a) Objectives
   (1) To practice data collection skills using instruments appropriate to the setting and the specific data to be collected.
   (2) To develop data analysis skills necessary for making reliable judgments, including practice in analyzing all data collected on assessment forms, instruments, and written communication.
   (3) To develop skills in documentation, including practice in completing assessment forms and instrument and preparing various types of written communications related to assessment.
(b) **Activities**
   (1) Participants will be provided with practice in:
       (a) the identification of appropriate data collection instruments and techniques
       (b) the collection and analysis of formative data
       (c) the development of a Professional Development Assistance Plan

(c) **Materials**
   Instructional Personnel Performance Appraisal System manual

(d) **Evaluation Procedures**
   In order to demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete activities as verified by the workshop leader(s).

3) **Technical Assistance**

(a) **Objectives:**
   To develop instructional counseling and coaching skills, including practice in employee involvement in a conference and interpersonal interaction techniques

(1) To develop skills in developing and facilitating performance growth programs, including identification of appropriate resources, monitoring or assessing progress, and utilizing procedures for follow-up
(2) To develop competency in goal setting
(3) To emphasize the development of human resources

(b) **Activities**
   (1) Participants will be provided with practice in:
       (a) developing goals
       (b) conferencing skills and techniques
       (c) procedures for monitoring and assessing progress
       (d) the implementation of a Professional Development Action Plan

(c) **Materials**
   Instructional Personnel Performance Appraisal System manual

(d) **Evaluation Procedures**
   To demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).
When a supervisor is planning or preparing to conduct an assessment conference, care should be taken to consider the following general guidelines:

1. Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for either of you.

2. Give the employee sufficient time to prepare for the meeting (the more time the employee spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).

3. Define the purpose of the conference (initial, review, interim or final) at the onset of the conference - to help employees improve performance for the benefit of the students.

4. Tell the teacher that the conference will involve two-way communication to discuss his/her job and level of expectation, or performance, regarding dimensions. Listen and talk.

5. Start the session by getting the employee talking through open-ended questions about the job and objectives.

6. Show that you understand the person’s feelings and point of view. This is particularly important if yours is a different point of view, which will be conveyed during the session.

7. During the conference, conduct yourself so that the conferee will be motivated to improve his/her performance.
   - praise the employee for past work well done
   - treat the employee as an equal and with respect
   - end the conference on a positive note

8. Discuss employee performance relative to professional “expectations” at his/her level of experience. Don’t compare the employee with others.

9. Be friendly and supportive. A performance appraisal conference is very important to the employee. S/he will be very sensitive to and may misinterpret your attitude toward him/her. Convey the impression that you have time for the conference, and you consider it to be important.

10. Keep concise notes. Though the initial and interim performance appraisal conferences are not rating sessions, information shared during these conferences will have bearing upon the final evaluation given in the last conference.

Prior to the time when a supervisor completes the summative evaluation form, s/he should analyze all available performance-related information and identify critical trends and patterns. Once the form is completed, consistent with the requirements of the section on observations and the data collection process, the actual appraisal session must be specifically planned and organized. The supervisor should organize and guide the session to resolve the performance issues.

Consider the employee’s performance in the following ways:

- Specific examples or occasions when the employee has performed above or below expectation.

- Specific performance that deserves special attention even if at expectation.

- If the employee is performing below expectation, be prepared to provide specific ideas as to how s/he may improve his/her performance. Also, ask yourself the following questions:
  - Is the work sufficiently challenging? Too difficult?
  - Does the employee know what is expected?
  - Does the employee receive necessary guidance?
  - Does the employee have an adequate knowledge of the job and the field?
  - Does the employee appear to have the necessary abilities?
  - Does the employee receive the necessary support or assistance from others?
  - Are there factors beyond the employee’s control that may be limiting performance?
  - Is the employee rewarded for good performance?
  - Does the employee have a negative attitude toward certain aspects of work?
A. Consider your answers to the following questions:

- **Do I really feel that the interview is worthwhile?**
  
  If you are convinced of the value of the interview, you will be better able to convey its worth to the individual and thus will stand a better chance of eliciting cooperation.

- **Am I in a friendly and cooperative frame of mind?**
- **Will I be sympathetic and understanding, as well as objective and analytical?**
- **Will I be inclined to be too critical or too lenient?**
- **Will I be inclined to conduct the session on a superficial level and not discuss important problems?**
- **Am I prepared to listen to explanations or even arguments?**
- **Am I prepared to change my opinion of the individual’s performance if the discussion indicates that I might have been mistaken?**
- **Do I expect to learn something from the sessions?**
- **How do I feel about the individual to be appraised?**

B. Conducting the session:

Follow the same procedures as those outlined above in regard to the first conference, adding the following:

- Express appreciation for good job performance.
- State the importance of the employee’s performance to the department/school/district.
- Do not merely read the form to the employee.
- Encourage self-improvements; let the employees “assess” themselves.
- Help employees be realistic and objective.
- Discuss strong points as well as weak points.
- Focus the discussion on performance, not personalities. Focus on how results deviate from expectations.
- Give specific examples of behavior that are unsatisfactory, needs improvement, or effective.
- Minimize the number of criticisms; too many will threaten the employee’s self-esteem and put him/her on the defensive; s/he will not know which are the most important.
- Explain why a behavior is unsatisfactory and cannot continue.
- Deal only with weaknesses that are likely to happen again and that the employee can correct.
- Admit the possibility of misunderstanding or differences in viewpoints. Do not argue.
- Discuss the factors that may be hindering the employee’s ability to do the job.
- Distinguish between the assessment of the employee’s performance on his/her current job and his/her potential for promotion.
- Keep the discussion focused and allocate time as you both see fit.
**Purpose:** Clarity, consistency, and reliability in performance appraisal observations, feedback/coaching, and continuous improvement of teaching.

**Parameters:** After initial training, regular updates will be scheduled for observers and administrators to maintain inter-rater reliability; connections to the common language of effective instruction (Brevard’s Effective Strategies for Teaching – B.E.S.T.), Professional Growth Plans (PGP), and School Improvement Plans (SIP) will be made.

**Program Evaluation:** Ongoing program evaluation will be conducted through triangulation of multiple data sources including participant surveys, observation/conference data, and summative performance evaluation comparing student achievement with teacher behaviors.

<table>
<thead>
<tr>
<th>Training Component</th>
<th>Conducted By</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>• Overview of Instructional Performance Appraisal System</td>
<td>• Superintendent</td>
<td>• April, May &amp; June 2011</td>
</tr>
<tr>
<td>• Dimensions/FL Educator Accomplished Practices (FEAP)</td>
<td>• District Staff &amp; Principals</td>
<td>• July &amp; August 2011</td>
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<tr>
<td>• Procedures and Timelines</td>
<td>• Principals</td>
<td>• August 2011</td>
</tr>
<tr>
<td>• Peer Review Module</td>
<td>• District Staff &amp; Principals</td>
<td>• July &amp; August 2011</td>
</tr>
<tr>
<td>• Rubrics for Dimension Criteria and Ratings</td>
<td>• Principals</td>
<td>• August 2011</td>
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<tr>
<td>• Orientation training of IPPAS</td>
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</tbody>
</table>

**Training Follow up/Implementation:** School Learning Teams, Coaches and Mentors, Teacher Leaders, and BEST Training Teams will receive targeted professional development and implement Lesson Study, Brevard’s Classroom Walkthroughs, and Level II Clinical Educator Training to enhance their skills as part of the Professional Learning Community schools and our collaborative culture.
APPENDIX
Continuous Improvement Cycle

- **Outcome Indicators (Target, Goals)**
  Connected to data – identified need
  S.M.A.R.T.
  Survey
  - Students, parents, teachers
  - Measurable

- **Specific Work Plans**
  Operationalize performance objectives
  In-process monitor and measures
  Drives action
  Implementation timelines and responsibilities

- **Reflection and Results**
  Data Informed

- **Program/Practice Self-Analysis**
  Connected to data – identified need
  Strengths
  Areas for growth

- **Small Number of Action-Oriented Staff Performance Objectives**
  Programmatic efforts
  Delivery models/practices

- **Best Practice (Effective)**
  Connected to data - identified need
BPS Instructional Performance Appraisal System Dimensions

1. Instructional Design & Lesson Planning
2. Learning Environment
3. Instructional Delivery & Facilitation
4. Assessment
5. Professional Responsibilities & Ethical Conduct
6. Relationship with Students
7. Relationships with Parents & Community

IPPAS Appendix: 2
## CLASSROOM PLANNING & INSTRUCTION

### Instructional Design & Lesson Planning
- Sets instructional outcomes & aligns instruction with standards
- Uses prior knowledge & diagnostics student data to build coherent lessons
- Design ways to monitor learning with appropriate resources & formative assessments
- Requires students to understand & demonstrate skills & competencies

### Learning Environment
- Creates & maintains safe & organized environment
- Promotes a flexible, inclusive, collaborative, student-centered environment
- Allocates & manages time, space, resources
- Manages student conduct
- Conveys high expectations, respects cultural backgrounds & accommodations diverse needs of students
- Models & teaches clear communication
- Maintains a climate of inquiry
- Integrates appropriate technologies

### Instruction Delivery & Facilitation
- Uses knowledge of content to enrich student understanding, identifies gaps in student learning, modifies instruction to respond to misconceptions
- Employs higher order questions
- Applies varied instructional strategies & resources
- Delivers engaging, challenging & relevant lessons
- Differentiated instruction
- Provide immediate & specific targeted feedback to students

### Assessment
- Analyzes & applies data from multiple measures to diagnose students learning needs, inform instruction & monitor progress
- Designs & uses formative & summative assessments that lead to mastery
- Modifies teacher made assessments to accommodate diversity
- Communicates assessments data to students & parents
PROFESSIONAL RESPONSIBILITIES & INTERPERSONAL RELATIONSHIPS

Professional Responsibilities & Ethical Conduct
- Demonstrates punctuality, attendance & timely completion or records & reports
- Performs assigned duties & complies with policies, procedures, programs & code of ethics
- Demonstrates professionalism

Relationships with Students
- Displays knowledge and understanding of how students learn and applies knowledge to building positive relationships with students
- Teacher brings student interest into content
- Teacher interactions with students reflect respect and caring for the individual as well as groups of students

Relationships with Parents and Community
- Establishes early contact with parents
- Establishes a relationship of mutual trust and respect with parents
- Maintains a family-friendly learning environment
- Maintains two-way communication with parents
- Responsive to parent needs
- Promotes parent understanding of academic standards and expectations
- Reports to parents about student performance and progress
- Provides opportunities to assist student learning at home
- Provides information about school and community resources to parents
- Provides meaningful connections with learning and the community
## Dimension 1: Instructional Design and Lesson Planning

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Sets instructional outcomes and aligns instruction with state-adopted</td>
<td>• Instructional goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students.</td>
<td>• Lesson plans are aligned to the district adopted curriculum maps and district/state assessments.</td>
<td>• Lesson plans are not consistently aligned to the district adopted curriculum maps and district/state assessments.</td>
<td>• Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments.</td>
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<tr>
<td>standards</td>
<td>• Plans routinely to provide for instruction to meet the needs of students with varied levels.</td>
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<tr>
<td>Designs instruction using student prior knowledge and diagnostic student</td>
<td>• Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students.</td>
<td>• Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.</td>
<td>• Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.</td>
<td>• Relies on someone else to access student achievement data.</td>
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<tr>
<td>data to build coherent lessons</td>
<td>• Uses these data to accurately refine and modify instruction for whole group, small groups and for specific individuals.</td>
<td>• Examines data at the item level to find strengths and challenges for disaggregated groups of students to appropriately plan for instruction for whole and small groups.</td>
<td>• Inferences about the data may not be complete. Examines data at the group level and uses these data when planning instruction.</td>
<td>• When data is accessed, it may not be used to make decisions.</td>
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<tr>
<td>Designs ways to monitor learning, designs use of appropriate instructional</td>
<td>• High quality classroom formative and summative assessments are designed that accurately measure student learning of the lesson or unit objectives.</td>
<td>• Lesson or unit is planned in detail around clearly defined lesson objectives.</td>
<td>• Lesson plans or units are based on activities or resources rather than focused on objectives.</td>
<td>• There is little evidence of monitored learning or use of appropriate instructional resources.</td>
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<tr>
<td>resources, and designs formative assessments</td>
<td>• Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) are constant, with reasonable time allocations.</td>
<td>• Progression and pacing of learning activities are sporadic, thus, time allocations are not always reasonable.</td>
<td>• Lesson plans show little evidence of formative assessment.</td>
<td>• No evidence of planning and design of formative assessment or progress monitoring.</td>
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<tr>
<td>Requires students to understand and demonstrate skills and competencies</td>
<td>• Assessment tasks are embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.</td>
<td>• Demonstration of skills and competencies is developed in advance of instruction and is aligned with the lesson objective.</td>
<td>• Although students are aware of the posted lesson objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.</td>
<td>• Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.</td>
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<td>• Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.</td>
<td>• The demonstration of skills and competencies is minimally developed and/or may be loosely connected to the lesson objective.</td>
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### Dimension 2: Learning Environment

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| **Creates and maintains a safe and organized learning environment** | • Implements and routinely reinforces, and students assume responsibility for school behavioral rules and regulations and established procedures to ensure student safety needs are consistently met.  
• Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. | • Implements and routinely reinforces school behavioral rules and regulations and established procedures to ensure student safety needs are consistently met.  
• Implements classroom routines. | • Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations.  
• Lacks an appropriate level of attention to the supervision of students inside and outside the classroom. | • Allows for conflict in the classroom environment.  
• Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom. |
| **Promotes a flexible, inclusive, collaborative, and student-centered learning environment** | • Fosters and creates, through collaboration among students, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every student.  
• Teachers create an environment where students assume responsibility and hold themselves accountable for their learning.  
• Instructional time is protected by students’ adherence to classroom procedures. | • Fosters a stimulating and inclusive learning environment.  
• Teachers assume responsibility for student learning.  
• Classroom procedures have been established and are followed by students. | • Allows for too many students to “fall through the cracks”.  
• Does not individualize student attainment of standards.  
• In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. | • Fails to use procedures for independent and/or cooperative group work.  
• Engages in learning solely on textbook or curriculum sequence with little or no individualized instruction for students to meet specific learning needs. |
| **Allocates and manages time, space, resources** | • Arranges physical resources proactively to assure accessibility to all students, taking into account individual needs of students.  
• Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning. | • Use of physical resources and space (furniture, technology, and learning stations) contributes to all students’ ability to access learning.  
• Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning. | • Use of physical resources and space limits student engagement and does not promote learning activities’ accessibility to all students resulting in loss of learning time for some students.  
• Failure to utilize and maintain facilities/equipment results in loss of learning opportunities. | • Poor use of physical resources and space is evident and/or learning is not accessible to some students resulting in considerable “down-time.”  
• Teaching/learning time wasted. |
## Dimension 2: Learning Environment

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<td>Manages student conduct</td>
<td>• Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. • Consequences for inappropriate behavior are reasonable, clear, and consistently applied. • Monitoring by the teacher of events in the classroom is subtle and proactive. • Students monitor their own and their peers’ behavior, correcting one another respectfully. • The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn.</td>
<td>• Standards for student conduct are evident, clear, and the physical environment supports a nurturing learning environment. • Teacher is alert to student behavior at all times and manages student conduct. • Consequences for inappropriate behavior are reasonable, clear, and consistently applied.</td>
<td>• Most students seem to understand rules of conduct. • Teacher is generally aware but misses the activities of some students. • Rules and consequences for inappropriate behavior are inconsistently applied. • Management techniques do not consistently assist students in developing individual responsibility for learning and behavior.</td>
<td>• Classroom rules and consequences have not been established, communicated and/or enforced. • Teacher is unaware of what students are doing. • Teacher spends too much time dealing with student behavior and disciplinary consequences. • Response to student behavior is inconsistent or negative and counterproductive.</td>
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<tr>
<td>Conveys high expectations, respects students’ cultural backgrounds and accommodates diverse needs of students</td>
<td>• Establishes a culture of excellence that stretches achievement for all students. • Student to student interactions are highly respectful and are supportive of one another’s individuality and developmental levels. • Every student receives verbal and nonverbal indications that he/she is valued and respected.</td>
<td>• Encourages a culture in the classroom that challenges all students to continuously improve. • Teacher seeks to create an environment where student interactions are respectful. • Students receive verbal and nonverbal indications that he/she is valued and respected.</td>
<td>• Supports student improvement efforts suitable for most students. • Teacher reinforces student to student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students.</td>
<td>• Reinforces low level learning expectations. • Teacher allows displays of insensitivity to cultural or developmental differences among students.</td>
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<tr>
<td>Models and teaches clear, acceptable communication skills</td>
<td>• Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. • Teacher’s spoken and written language conforms to standard English and contains well chosen vocabulary that enriches the lesson. • Teacher finds opportunities to extend student vocabulary. • Teacher/student interactions serve as a model of respectful rapport.</td>
<td>• Directions, procedures, and feedback are clear to students. • Teacher’s spoken and written language conforms to standard English. • Teacher/student interactions serve as a model of respectful rapport.</td>
<td>• Directions, procedures, and feedback are clarified to students after initial student confusion. • Teacher’s spoken language is audible and when written, is legible. • Teacher/student interactions are cordial, but may not transfer to positive student/teacher relations.</td>
<td>• Directions, procedures, and feedback are confusing to students. • Teacher’s spoken language is inaudible to some students. • Writing is illegible or contains errors in grammar or syntax. • Teacher/student interactions reflect a lack of rapport.</td>
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| Maintains a climate of inquiry        | • Facilitates a collaborative classroom culture that promotes student leadership in learning and in applying a variety of problem solving, inquiry-based strategies.  
• Engages students in problem solving inquiry-based activities through the use of high level questioning.  
• Student participation and responses indicate individual understanding of content and/or concepts.  
• Problem solving culminates in student generated real-world applications. | • Includes some problem solving and inquiry-based activities.  
• Some students are not involved or adequately prepared, do not understand or are not engaged in the processes.  
• A limited number of effective inquiry-based strategies are used. | • Instruction does not regularly include problem solving or inquiry-based activities. | |
| Integrates appropriate technologies   | • Creates a rich learning environment in which students regularly engage in activities that would have been difficult to achieve without technology.  
• Students are actively engaged in using available technology as a tool rather than passively receiving information from the technology.  
• Students engage in ongoing metacognitive activities and collaborate with peers and/or experts on educational projects.  
• Uses technology to construct teaching materials and learning activities.  
• Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.  
• Teaches students to use available computers and other forms of technology to create products.  
• Demonstrates awareness of and models acceptable use of technology, collaborates with other educational professionals, parents and students, as appropriate.  
• Teacher uses technology to deliver curriculum content to students.  
• Students use technology passively for drill and practice and computer-based training.  
• Technology to promote organizational efficiency and support instruction is not evident. | | | |
## Dimension 3: Instructional Delivery & Facilitation

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</table>
| Utilizes knowledge of the subject to enrich students’ understanding, identifies gaps in students’ learning, modifies instruction to respond to student misconceptions | • Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline.  
• All students are engaged in learning experiences, discussions, questioning, and demonstrations of learning.  
• Uses a variety of checks for understanding during strategic points in the lesson to identify learning gaps and adjust instruction.  
• Anticipates problems and uses multiple intervention strategies to assist student understanding and performance. | • Instruction is based on content knowledge that is accurate and current.  
• Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.  
• The teacher engages students, models instruction, guides practice and provides feedback, and promotes student demonstration of learning. | • Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline.  
• Teacher does not check for understanding during the lesson.  
• Teacher adjusts future lessons based on student response data at the conclusion of the lesson. | • Instruction references inaccurate, outdated content knowledge.  
• Makes ineffective use of instructional materials.  
• Teacher does not use checks for understanding during the lesson.  
• No adjustments are made to the lesson sequence or pacing when students are confused. |
| Employs higher order questions | • Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers.  
• Much of the questioning involves analysis and synthesis.  
• Students contribute to the discussion by commenting on or adding to answers given by their classmates.  
• Ideally teachers can take a back seat and discussions can be student-led. | • Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.  
• Teacher encourages all students to participate. | • Few teacher questioning strategies invite quality responses.  
• Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.  
• Only a few students respond. | • Questioning is knowledge level and is solely teacher-driven.  
• Students appear apathetic and the teacher provides the answers without any effort on their part. |
| Applies varied instructional strategies and resources | • Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all students and support instructional outcomes.  
• Teacher stays abreast of current research through professional organizations, universities, local resources, and through the use of technology.  
• Teacher incorporates innovative ideas and materials. | • Shows awareness of resources for students available through the school and district and some familiarity with resources external to the school.  
• Teacher uses multiple instructional strategies to maintain focus, engage students and support instructional outcomes for all students. | • Makes use of a limited number of instructional strategies to support student understanding.  
• Teacher is aware of and uses resources available through the school and district but does not use resources available more broadly. | • Develops lessons that lack instructional focus and do not engage students and support instructional outcomes.  
• Teacher does not use resources available through the school and district to enhance content.  
• Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes. |
## Dimension 3: Instructional Delivery & Facilitation

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| **Delivers engaging, challenging and relevant lessons** | • Lessons *(and units)* are designed to maximize productive time.  
• High levels of rigor and relevance challenge students to be intellectually engaged throughout.  
• Teacher clearly demonstrates and articulates how content relates and applies to instructional activities, life, work and community.  
• Students can explain how the lesson relates to other disciplines and to themselves. | • Lessons *(and units)* are designed to provide students with rigorous curriculum that is intellectually engaging.  
• Lessons often demonstrate the subject’s importance and relation to life situations, and students can state how the subject being studied is relevant to their own learning. | • Lessons *(and units)* spend the majority of the class time on knowledge level tasks that may require only some intellectual engagement.  
• Lessons do not consistently demonstrate an understanding of the subject’s relationship to life situations.  
• Whether or not they find it interesting, the students follow the teacher’s directions and do what is asked of them. | • Lessons *(and units)* are too easy for the majority of students and class time is spent on busy work with low intellectual engagement.  
• Lessons do not help the students make the connection between the instructional goals and what they are learning.  
• Presentation of the lesson is not interesting and the students fail to apply the lesson to themselves. |
| **Differentiates instruction**          | • Differentiates instruction efficiently and appropriately by content, process and product to address the unique learning differences of students.  
• Both daily instruction and unit design clearly address the wide range of learning styles and abilities present in the classroom.  
• Teacher provides opportunities for student choice in demonstrating mastery of learning goals. | • Provides evidence of incorporating various differentiated instructional strategies *(e.g. ability grouping or compacting of lessons)* to meet the needs of students with varying learning styles and abilities. | • Provides little evidence of incorporating various differentiated instruction.  
• Recognizes the need for differentiation but requires support to differentiate instruction for students with varying learning styles and abilities. | • Does not differentiate instruction to address the needs of students with varying learning styles and abilities. |
| **Provides immediate and specific feedback to students** | • Provides timely, deliberate, and consistent feedback during guided practice, discussion and major activities.  
• Students use feedback in their learning to improve their performance. | • Provides timely and consistent feedback.  
• Students are clear on what areas need improvement for the next assigned task. | • Provides feedback at the end of the unit.  
• Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance. | • Provides inadequate or no feedback: feedback provided is not provided in a timely manner. |
# Dimension 4: Assessment

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| Analyzes and applies data from multiple measures to diagnose students’ learning needs, inform instruction, and monitor progress. | • Consciously plans and uses pre-assessments, formative and summative assessments in a continuous improvement cycle based on student achievement.  
• All assessment criteria and standards are clear to students and contribute to their learning.  
• Students and the teacher analyze data results from multiple assessments to make decisions about their progress and develop appropriate interventions relative to their needs.  
• Progress monitoring data is regularly used to provide specific feedback to individual students and analyze teaching results.  
• Students make changes in their learning paths based on the analysis of assessment data. | • Uses pre-assessment, formative assessment, and summative assessment data strategically to set and adjust learning goals based on student needs.  
• All assessment criteria and standards are clear.  
• Gathers data during instruction and uses data to inform instruction.  
• Analyzes multiple assessment data regularly and adjusts instruction based on analysis.  
• Assessment methodologies may be differentiated for groups of students. | • Regularly uses summative assessment data to determine that students have achieved instructional outcomes.  
• Assessment criteria and standards have been developed, but may not be clear.  
• Use of formative assessment data is rudimentary, assessing some instructional outcomes.  
• Little intervention or differentiation is evident. | • Assessment procedures are not congruent with instructional outcomes.  
• No criteria or standards for assessment are evident.  
• Teacher does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.  
• Assessment measures are not used to diagnose student learning or to develop interventions to improve instruction. |
| Designs and uses formative and summative assessments that lead to mastery | • Formative and summative assessments are developed as a part of unit design prior to instruction.  
• Performance results are used to build a shared understanding with students of what they should know and be able to do as a result of instruction.  
• Formative assessment tasks are embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.  
• The teacher evaluates the results from the formative assessment tasks and uses that information to re-teach or improve future lessons. | • Some formative assessments are used to measure achievement in both content and higher-level thinking.  
• Summative assessments are given at the end of lessons or units and provide varied options for students to demonstrate what they know and are able to do.  
• Results of the assessments are the basis for instructional planning and used to evaluate overall student progress toward meeting the standards. | • Formative and summative assessments are developed but may not measure beyond understanding of content or may not use the tools to help students understand individual achievement.  
• Assessments after instruction are not used for instructional planning but evaluate student progress toward meeting standards.  
• Some summative assessment content material is considered prior to instructional lesson and unit design. | • No formative assessment is given.  
• A single type of classroom assessment is used that may or may not be aligned with the curriculum and is used only to justify student grades.  
• Lessons and units are designed prior to assessments being administered. |
## Dimension 4: Assessment

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| **Modifies teacher made assessments to accommodate diversity** | • Efficiently and appropriately differentiates assessments by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities.  
• Students are aware of their learning styles and given choices to demonstrate their learning. | • Appropriately differentiates assessments to address the unique learning differences of students that have a wide range of learning styles and abilities.  
• Provides a variety of assessments to meet the needs of students.  
• Students may have choices in their assessments. | • Little evidence is provided that assessments are differentiated to meet the needs of students’ learning styles or abilities. | • Assessments are “one size fits all.”                                                                                                     |
| **Communicates assessment data to students and parents** | • Assessment criteria, due dates, and grading methodology are clearly communicated in Edline in such a way that promotes student learning.  
• Teacher is proactive in creating and maintaining frequent and effective two-way communication with students and parents.  
• Grades and progress reports are completed and updated regularly to allow students to monitor their own proficiency. | • Grades and progress reports are completed and updated regularly in Edline to allow students to check their own progress.  
• Teacher has designed a system for documenting and reporting student learning. This is shared with students and parents in advance.  
• Teachers lead conferences with parents and students to share assessment data with parents. | • Grading and reporting of student learning is completed at the end of the unit.  
• Teacher does not consistently communicate progress with students and parents in a timely fashion.  
• Grades and progress reports are completed per the school schedule. | • Grading is inconsistent and may be subjective.  
• Students and parents do not know what the cumulative grade will be until the official report comes out.  
• Grades and progress reports are not completed per the school schedule. |
## Dimension 5: Professional Responsibilities & Ethical Conduct

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| Demonstrates punctuality, attendance, and timely completion of records and reports | • Complies fully with all school rules, policies and procedures regarding punctuality and attendance.  
• Has developed a system for maintaining information on students, lesson plans, reports and other data which is efficient, current and useful. | • Complies with school rules, policies and procedures.  
• The system for maintaining information on students, lesson plans, reports and other data is effective. | • Inconsistently complies with school rules, policies and procedures.  
• The system for maintaining student information, lesson plans, reports and other data is rudimentary and only partially effective. | • Does not comply with school rules, policies and procedures.  
• There is no system of record keeping, lesson plans, records or other data or the system is in disarray. |
| Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics | • Fully understands, abides by and supports the legal and professional responsibilities pertaining to education.  
• The teacher complies with district and school policies, rules, procedures and the Code of Ethics.  
• The teacher acts proactively in fostering compliance amongst colleagues with standards of excellence and demonstrates leadership in exhibiting a high ethical standard of decorum throughout the school setting. | • Understands and abides by the legal and professional responsibilities pertaining to education.  
• The teacher complies fully with district and school policies, rules, procedures and the Code of Ethics.  
• The teacher models professional and ethical standards of decorum throughout the school setting. | • Demonstrates a limited understanding through inconsistent behaviors.  
• Inconsistently complies with district and school policies, rules, procedures and/or the Code of Ethics.  
• The teacher exhibits minimal deference to professional and ethical standards of decorum throughout the school setting. | • Disregards or has no awareness of legal and professional responsibilities pertaining to education.  
• The teacher does not comply with district and school policies, rules, procedures and/or the Code of Ethics.  
• The teacher’s behavior is below acceptable ethical standards of decorum throughout the school setting. |
| Demonstrates professionalism | • Displays conduct based on the highest professional standards.  
• Acts honestly and with integrity when dealing with students, parents, colleagues and/or the community.  
• The teacher demonstrates a pattern of participation in district and school initiatives, contributes to decision-making processes, serves on subcommittees and/or disseminates information when appropriate. | • Deals with students, parents and/or colleagues with honesty and integrity.  
• The teacher participates in and implements school and district initiatives.  
• The teacher clearly implements the evidence. | • Uses poor judgment when dealing with students, parents and/or colleagues.  
• The teacher implements most decisions made at the school and district levels. | • Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.  
• The teacher does not implement decisions made at school or district levels. |
### Dimension 5: Professional Responsibilities & Ethical Conduct

| Elements                                      | Distinguished (3 pts)                                                                                                                                                                                                 | Proficient (2 pts)                                                                                                                                                                                                 | Professional Support Needed (1 pt)                                                                                                                                                                                                 | Unsatisfactory (0 pts)                                                                                                                                                                                                 |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Initiates professional communication with appropriate stakeholders** | - Promotes a two way partnership between school and home.  
- Maintains regular communication between classroom and student’s family regarding the instructional program and their child’s progress.  
- Efforts to connect families and communities to the instructional program are frequent and successful.  
- These may include, but are not limited to, newsletters, family nights, websites, electronic communication, and phone calls.  
- Students and their families understand what they are expected to know and be able to do.                                                                                                                                     | - Provides regular information about the instructional program.  
- Is available as needed to respond to parental concerns.  
- Efforts to connect families, school, and communities are successful.                                                                                                                                                                             | - Participates in school’s activities for parent communication but offers limited information regarding the instructional program.  
- Parents’ concerns are only partially addressed with little or no follow up.  
- Makes minimal attempts to connect families and communities to the instructional program.                                                                                                                                                     | - Provides little or no information about the instructional program.  
- Does not respond or responds inappropriately to parental concerns.  
- Makes no attempt to connect families and communities to the instructional program.                                                                                                                                           |
| **Applies technology to organize and communicate assessment information** | - Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders.  
- Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools.                                                                                                          | - Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.                                                                                                                                                                         | - Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner.                                                                                                                                                        | - Does not use technology to communicate student learning and assessment information to appropriate stakeholders.                                                                                                                                                                      |
## Dimension 6: Relationship with Students

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Professional Support Needed (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates Knowledge of Students</strong></td>
<td>• Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge by using interest surveys, invitational relationship-building activities, and equitable procedures.</td>
<td>• Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.</td>
<td>• Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only to the class as a whole.</td>
<td>• Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td></td>
<td>• Teacher displays understanding of individual students’ skill, knowledge, and language proficiency and has a strategy for maintaining such information.</td>
<td>• Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.</td>
<td>• Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.</td>
<td>• Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td></td>
<td>• Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources.</td>
<td>• Teacher is aware of students’ special learning and medical needs.</td>
<td>• Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate.</td>
<td>• Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important to a positive relationship.</td>
</tr>
<tr>
<td></td>
<td>• Teacher displays extensive understanding of how students learn and applies this knowledge to develop a positive relationship with individual students.</td>
<td>• Teacher’s knowledge of how students learn is accurate and current.</td>
<td>• Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.</td>
<td>• Teacher does not seek information about how students learn and appears to lack positive relationships with them.</td>
</tr>
<tr>
<td><strong>Builds Relationships Through Instructional Interactions</strong></td>
<td>• Teacher allows and encourages all students to be part of class discussions and interactions.</td>
<td>• Teacher allows and encourages most students to be part of class discussions and interactions.</td>
<td>• Teacher allows some students to be involved in class discussions and interactions.</td>
<td>• Teacher does not engage students in class discussions and interactions.</td>
</tr>
<tr>
<td></td>
<td>• Teacher brings student interests into the content.</td>
<td>• Teacher brings some student interests into the content.</td>
<td>• There is little evidence of the teacher’s bringing student interests into the content.</td>
<td>• Awareness of student interests is not evident in content delivery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Teacher does not differentiate content, process, and/or assessment.</td>
<td></td>
</tr>
</tbody>
</table>
## Dimension 6: Relationship with Students

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Professional Support Needed (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| **Demonstrates Knowledge of Students** | - Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge by using interest surveys, invitational relationship-building activities, and equitable procedures.  
- Teacher displays understanding of individual students’ skill, knowledge, and language proficiency and has a strategy for maintaining such information.  
- Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources.  
- Teacher displays extensive understanding of how students learn and applies this knowledge to develop a positive relationship with individual students. | - Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.  
- Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.  
- Teacher is aware of students’ special learning and medical needs.  
- Teacher’s knowledge of how students learn is accurate and current.  
- Teacher applies this knowledge in a positive relationship to the class as a whole and to groups of students. | - Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only to the class as a whole.  
- Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.  
- Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete or inaccurate.  
- Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.  
- Students appear to lack a positive relationship with the teacher. | - Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.  
- Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.  
- Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important to a positive relationship.  
- Teacher does not seek information about how students learn and appears to lack positive relationships with them. |
| **Builds Relationships Through Instructional Interactions** | - Teacher allows and encourages all students to be part of class discussions and interactions.  
- Teacher brings student interests into the content. | - Teacher allows and encourages most students to be part of class discussions and interactions.  
- Teacher brings some student interests into the content. | - Teacher allows some students to be involved in class discussions and interactions.  
- There is little evidence of the teacher’s bringing student interests into the content.  
- Teacher does not differentiate content, process, and/or assessment.  
- Teacher provides little or no feedback on the students’ work.  
- Teacher does not provide feedback to individual students.  
- Teacher does not convey high expectations to the class. | - Teacher does not engage students in class discussions and interactions.  
- Awareness of student interests is not evident in content delivery. |
**Dimension 6: Relationship with Students**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
<th>Proficient (2 pts)</th>
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<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| Creates a Positive Environment of Respect and Rapport | • Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.  
• Students appear to trust the teacher with sensitive information.  
• Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. | • Teacher interactions with students reflect the same amount of respect given to and expected from every student.  
• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. | • Teacher–student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures.  
• Students exhibit only minimal respect for the teacher.  
• Students are disrespectful to one another. | • Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.  
• Students exhibit disrespect for the teacher.  
• Student interactions are characterized by conflict, sarcasm, or put-downs. |
**Dimension 7: Relationship with Parents and Community: Building Relationships with Parents**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
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<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish contact with parents early in the school year</strong></td>
<td>Use of multiple methods to reach out and welcome all parents within the first two weeks of the school year and elicits feedback from parents about their child.</td>
<td>Welcome parents with a personal contact early in the school year <em>(phone calls, welcome letter, home visits)</em>.</td>
<td>Attempts to contact parents early in the school year, but may not have a consistent plan and/or needs guidance to do so effectively.</td>
<td>Makes no effort to contact parents early in the school year.</td>
</tr>
<tr>
<td><strong>Establish a relationship of mutual trust and respect with parents</strong></td>
<td>Consistently considers family background and cultural diversity when working with parents. Demonstrates sensitivity, respect, and understanding of families to build positive relationships with all families.</td>
<td>Demonstrates awareness of family background and cultural diversity. Demonstrates sensitivity, respect, and understanding of families to build a positive relationship.</td>
<td>Lacks awareness of cultural diversity of families. Needs guidance to learn effective strategies for building positive relationships with parents. Does not establish a relationship of trust and mutual respect with parents.</td>
<td>Does not maintain a family friendly learning environment. Does not consistently reach out to invite parents to collaborate and participate in learning in innovative ways.</td>
</tr>
<tr>
<td><strong>Maintain a family friendly learning environment</strong></td>
<td>Consistently reaches out to invite parents to collaborate and participate in learning in innovative ways.</td>
<td>Maintains a family friendly environment that encourages engagement <em>(Inviting climate, opportunities to volunteer in the classroom, and encourage collaboration with parents)</em>.</td>
<td>Attempts to maintain a family friendly environment that encourages engagement, but needs guidance to do so effectively.</td>
<td>Does not maintain a family friendly environment that encourages engagement.</td>
</tr>
<tr>
<td><strong>Maintains two-way communication with parents</strong></td>
<td>Multiple methods of two-way communication are used regularly to maintain communication with all parents <em>(See examples in proficient)</em>. Consistently implements strategies to maximize participation of all parents in parent teacher conferences <em>(See examples in proficient)</em>. Student-led conferences are evident when appropriate.</td>
<td>Two-way communication is used to keep parents informed <em>(agendas, Edline, email, phone calls)</em>. Implements strategies to maximize participation in parent-teacher conferences <em>(offering multiple locations, convenient times, opportunities for student-led conferences, follow up with parents who do not initially reply)</em>.</td>
<td>Inconsistent in communication with parents. May need strategies to implement two-way communication. Minimal effort to encourage parent participation in parent-teacher conferences. Does not implement multiple efforts to reach parents and may only conferences with parents when there is a problem.</td>
<td>Does not maintain communication with parents. Makes no effort to encourage parent participation in parent-teacher conferences.</td>
</tr>
<tr>
<td><strong>Responsive to parent needs</strong></td>
<td>Consistently accessible to parents, actively listens to concerns, immediately addresses issues, elicits feedback regularly, and engages in open dialogue.</td>
<td>Accessible to parents, listens to concerns, addresses issues in a timely manner and engages in open dialogue.</td>
<td>Limited accessibility to parents and does not consistently respond to parents in a timely manner.</td>
<td>Not accessible to parents. Not responsive to parent concerns.</td>
</tr>
</tbody>
</table>
Dimension 7: Relationship with Parents and Community: Engaging Parents in Learning

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
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<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes parent understanding of academic standards and expectations</td>
<td>- Provides all parents with information, specific to their child, about standards and expectations in a format that parents can understand.</td>
<td>- Provides parents with information about academic standards and expectations in a format that parents can understand (Open House, handouts, post on website, parent conferences).</td>
<td>- Limited information provided to parents about academic standards and expectations. May need assistance in providing it in a format that parents can understand.</td>
<td>- Does not provide parents with information about academic standards and expectations.</td>
</tr>
<tr>
<td>Reports to parents about student performance and academic progress</td>
<td>- Consistently interprets and explains individual students’ academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides parents with an ongoing picture of children’s performance.</td>
<td>- Interprets and explains students’ academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides parents with an accurate picture of children’s performance.</td>
<td>- Limited information shared with parents on student progress. Does not provide an accurate picture of children’s performance in a timely manner.</td>
<td>- Does not provide parents with information about students’ performance and academic progress.</td>
</tr>
<tr>
<td>Provides opportunities to assist with student learning at home</td>
<td>- Consistently provides all parents with multiple strategies and opportunities to assist with student learning (See examples for proficient). Offers individualized support.</td>
<td>- Provides strategies and opportunities for parents to assist with student learning at home (parent workshops, meetings, suggestions for home activities, access to resources).</td>
<td>- Provides limited strategies and opportunities for parents to assist with student learning.</td>
<td>- Does not provide or promote opportunities for parents to assist with student learning at home.</td>
</tr>
<tr>
<td>Provides information about school and community resources to parents</td>
<td>- Consistently provides school and community event information in newsletters, email, or Edline about available resources. Consistently provides information to parents about community events and resources.</td>
<td>- Provides school and community event information in newsletters, email, or Edline about available resources. Provides timely information to parents about community events and resources.</td>
<td>- Limited information is provided to parents in newsletters, email, or Edline about available resources. Limited information is provided to parents about community events and resources.</td>
<td>- Does not provide information to parents in newsletters, email, or Edline about available resources. Does not provide information to parents about community events and resources.</td>
</tr>
</tbody>
</table>
**Individual Professional Growth Plan (PGP) Development**

**Plan Development** *(based on continuous improvement cycle)* – this section is to be completed by the school principal (or designee) and three teacher-leaders upon thorough review of each teacher’s annual Professional Growth Plan. The three teacher-leader assessments will be added together and then averaged for a sub-final score. The administrator assessment will be added to the teacher-leader sub-final score and then divided by two. The final PGP points will then be rounded to the nearest tenth of a decimal.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (4 pts)</th>
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<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Development of Professional Growth Plan Goal</strong></td>
<td>Uses a researched, data-informed rationale to develop and analyze goals.</td>
<td>Uses a researched, data-informed rationale to develop goals.</td>
<td></td>
<td>1. Uses student achievement data as required to design individual goals.</td>
</tr>
<tr>
<td></td>
<td>1. Seeks out and accurately draws inferences from three or more data sources including the future learning management system.</td>
<td>1. Makes accurate use of data.</td>
<td></td>
<td>2. May have evidence of use of only quantitative student performance data.</td>
</tr>
<tr>
<td></td>
<td>2. Uses both quantitative and qualitative student performance data.</td>
<td>2. Uses quantitative or qualitative student performance data.</td>
<td></td>
<td>3. Links to school improvement plan is limited.</td>
</tr>
<tr>
<td></td>
<td>3. Teacher articulates research based rationale for his/her goal including best practice guidance from within and beyond the school.</td>
<td>3. Teacher articulates research based rationale for his/her goal including best practice guidance from within or beyond the school.</td>
<td></td>
<td>4. Little evidence of reflection of current practice.</td>
</tr>
<tr>
<td></td>
<td>4. Shows evidence of means to inform and involve students in data analysis and instructional delivery improvement efforts.</td>
<td>4. Shows evidence of means to inform and involve students in data analysis or instructional delivery improvement efforts.</td>
<td></td>
<td>5. Goal is not a “stretch” goal based on current classroom practice.</td>
</tr>
<tr>
<td></td>
<td>5. Analyzes student assessment data to develop goal/goals that are linked to classroom practice and the school improvement plan.</td>
<td>5. Analyzes student assessment data to develop goal/goals that are linked to classroom practice and the school improvement plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Has supported evidence to show teacher reviewed his/her professional skills and can show how the objectives connect to both strengthened instructional practice and improved student achievement outcome.</td>
<td>6. Has supported evidence to show teacher reviewed his/her professional skills and can show how the objectives connect to both strengthened instructional practice and improved student achievement outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Goal is clearly identified “stretch” for teacher based on current classroom practice.</td>
<td>7. Goal is clearly identified “stretch” for teacher based on current classroom practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Has difficulty providing evidence of using student achievement data to design goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. No evidence of link to school improvement plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. No evidence of reflection of current practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Sets low performance goal.</td>
</tr>
</tbody>
</table>
### Individual Professional Growth Plan (PGP) Development

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<tbody>
<tr>
<td></td>
<td>(4 pts)</td>
<td>(3 pts)</td>
<td>(2 pts)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td><strong>II. Work Plan Strategies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>There are defined qualitative and quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</td>
<td>There are defined qualitative or quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</td>
<td>There are qualitative or quantitative in-process monitoring elements that are weakly related to improved instructional practice and improved student mastery.</td>
<td>No evidence of defined learning strategies and/or professional development to influence changes in the teacher’s instructional practices.</td>
</tr>
<tr>
<td>2.</td>
<td>There is evidence of defined learning strategies and professional development to influence changes in the teacher’s instructional practices.</td>
<td>There is evidence of defined learning strategies and professional development to influence changes in the teacher’s instructional practices.</td>
<td>Strategies may be action oriented, but lack sustainability.</td>
<td>Strategies are not action oriented and/or lack sustainability.</td>
</tr>
<tr>
<td>3.</td>
<td>Strategies are action oriented and sustainable.</td>
<td>Strategies are action oriented and sustainable.</td>
<td>Connection to the professional growth goal is evident, but weak.</td>
<td>Connection to the professional growth goal is weak.</td>
</tr>
<tr>
<td>4.</td>
<td>There is a clear, direct connection to the professional growth goal.</td>
<td>There is a clear, direct connection to the professional growth goal.</td>
<td>Timelines are somewhat defined and/or not realistic.</td>
<td>Timelines are not clearly defined and/or not realistic.</td>
</tr>
<tr>
<td>5.</td>
<td>Timelines are defined and realistic.</td>
<td>Timelines are defined and realistic.</td>
<td>Strategies may be action oriented, but lack sustainability.</td>
<td>Timelines are poorly defined and/or unrealistic.</td>
</tr>
<tr>
<td>6.</td>
<td>The strategies clearly define elements of new or improved professional practice that aligns with B.E.S.T.</td>
<td>The strategies clearly define elements of new or improved professional practice that aligns with B.E.S.T.</td>
<td>Strategies for feedback and/or reflection or new practices are not clearly defined, or lack multiple feedback opportunities for formative assessment of new practice.</td>
<td>In process measuring elements are poorly defined with limited or no linkage to refined instructional practices or improved student mastery.</td>
</tr>
<tr>
<td>7.</td>
<td>New practice is followed by feedback and/or reflection.</td>
<td>New practice is followed by feedback and/or reflection.</td>
<td>Strategies for feedback and/or reflection of new practices are not clearly defined, or lack multiple feedback opportunities for formative assessment of new practice.</td>
<td>No strategies for feedback and/or reflection of new practices.</td>
</tr>
<tr>
<td>8.</td>
<td>Feedback is planned from both peers and administration (total of 3; includes at least one from administrator).</td>
<td>Feedback is planned from both peers and administration (total of 3; includes at least one from administrator).</td>
<td>Feedback is planned from both peers and administration (total of 3; includes at least one from administrator).</td>
<td>Feedback is planned from both peers and administration (total of 3; includes at least one from administrator).</td>
</tr>
</tbody>
</table>

### III. Outcome Measures and Reflections

Connected to data and identified need; Strategic and Specific, Measurable, Attainable, Results-oriented and Time-bound (SMART)

<table>
<thead>
<tr>
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<th>Professional Support Needed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(2 pts)</td>
<td>(1 pt)</td>
<td>(0 pts)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td>1. The PGP includes target goals that are explicitly connected to quantitative and qualitative measurable data from above (&quot;Data Informed&quot;) and are directly based on changes in professional practice.</td>
<td>The PGP target goals are connected to quantitative and/or qualitative measurable data and can be explained by changes in professional practice.</td>
<td>The PGP target goals are loosely connected to quantitative and/or qualitative data; changes in student performance cannot be explained by changes in professional practice.</td>
<td>This cell left intentionally blank</td>
</tr>
<tr>
<td>2. Specific student outcomes and defined, improved practice are clearly identified.</td>
<td>Student outcomes and improved practice are identified.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Individual Professional Growth Plan (PGP) Implementation**

**Plan Implementation** – this section is to be completed by the school principal (or designee) and the teacher who designed the Professional Growth Plan. The administration will monitor the implementation of the PGP, provide feedback and use rubric below for determining the level of implementation. Teacher will also self-assess and score their level of implementation as indicated below. The administration and teacher will meet to discuss progress and/or determine final scoring.

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td><strong>Working the Plan:</strong></td>
<td>Fidelity is consistently evident both in the teacher’s participation in the identified professional development and in the implementation of professional practice strategies.</td>
<td>Teacher consistently participates in professional development. New instructional strategies are implemented, they are inconsistently integrated into lessons. Timelines are followed and/or adjusted with appropriate rationale.</td>
<td>Teacher is marginally engaged in professional development. New instructional strategies are implemented inconsistently. Timelines are inconsistently followed. Later practice is inconsistently linked to earlier attempts.</td>
<td>Little or no evidence teacher is engaged in professional development and/or implementing newly acquired instructional strategies. Timelines are either not established or not followed. There are disconnects between earlier attempts and later practice.</td>
</tr>
<tr>
<td><strong>Working the Plan:</strong></td>
<td>Feedback and support are actively sought and implemented. Successful practice is readily shared and teacher actively seeks opportunities to do so. Teacher has evidence of at least three collegial observations for the PGP implementation. Evidence that instruction has been modified based on feedback from the colleagues.</td>
<td>Seeks feedback and support. Will share successful practice when asked to do so. Teacher has evidence that one to two colleagues have observed the implementation of identified strategies and that the teacher has modified instruction based on the feedback from colleagues.</td>
<td></td>
<td>Feedback has not been sought. There is no evidence feedback was utilized to modify instruction. Successful practice is not shared.</td>
</tr>
<tr>
<td><strong>In-Process Monitoring</strong></td>
<td>Reflection and appropriate modifications to instructional techniques for continuous improvement are clearly evident. Defined in-process measurement elements were consistently utilized. In-process efforts provided varied and ongoing formative data related to student mastery and success.</td>
<td>Reflection is sporadic. Defined in-process measurement elements not consistently utilized. In-process efforts provided ongoing formative data related to student mastery and success.</td>
<td></td>
<td>No evidence of reflection. No defined in-process measurement elements. Little or no evidence of on-going formative data related to student mastery and success.</td>
</tr>
</tbody>
</table>

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# Collaboration and Mutual Accountability

<table>
<thead>
<tr>
<th>8 points</th>
<th>6 points</th>
<th>4 points</th>
<th>2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher seeks from and provides colleagues with input regarding specific instructional strategies and practices.</td>
<td>Teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices.</td>
<td>Teacher occasionally seeks from and/or provides colleagues with input regarding specific instructional strategies and practices.</td>
<td>Teacher will seek from and/or provide colleagues with input regarding specific instructional strategies and practices when asked to do so.</td>
<td>Little or no evidence that the teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices when asked to do so.</td>
</tr>
<tr>
<td>The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success through team efforts, vertical and/or horizontal articulation and common assessments.</td>
<td>The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success to include at least two of the following: vertical and/or horizontal articulation, team efforts or common assessments.</td>
<td>The teacher works effectively with colleagues to promote student learning and school when asked to do so.</td>
<td>The teacher is aware of the school's primary initiatives and will participate in them when asked to do so.</td>
<td>The teacher is disengaged and/or exhibits destructive negativism.</td>
</tr>
<tr>
<td>The teacher is aware of the school’s primary initiatives and consistently participates in them in accordance with his/her talents and abilities.</td>
<td>The teacher is aware of the school’s primary initiatives and participates in them on a regular basis.</td>
<td>The teacher’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</td>
<td>While teacher may be aware of the school’s primary initiatives, he/she participates in them sporadically and reluctantly.</td>
<td></td>
</tr>
<tr>
<td>The teacher’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</td>
<td>The teacher’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</td>
<td>The teacher’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</td>
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<td>The teacher’s actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning.</td>
</tr>
</tbody>
</table>

Our Mission is to Serve Every Student with Excellence as the Standard!
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# Classroom Observation Instrument

**DIMENSION 2: LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th><strong>ESSENTIAL QUESTION:</strong></th>
<th>OBS</th>
<th>COMMENTS</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do to provide a learning environment that meets students’ needs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Creates and maintains a safe and organized learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Allocates and manages time, space, and resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Manages student conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conveys high expectations, respects students’ cultural backgrounds and accommodates diverse needs of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Models and teaches clear, acceptable communication skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintains a climate of inquiry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Integrates appropriate technologies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Observation Instrument

**TEACHER** ____________________________  **OBSERVER** ____________________________

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed.

## DIMENSION 3: INSTRUCTIONAL DELIVERY AND FACILITATION

**ESSENTIAL QUESTION:** What will I do to provide effective delivery of instruction to students?

<table>
<thead>
<tr>
<th>OBS</th>
<th>COMMENTS</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes knowledge of the subject to enrich students’ understanding, identifies gaps in students’ learning, and modifies instruction to respond to student misconceptions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Employs higher order questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Applies varied instructional strategies and resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Delivers engaging, challenging and relevant lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Differentiates instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides immediate and specific feedback to students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Observation Instrument

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed.

#### DIMENSION 4: ASSESSMENT

**ESSENTIAL QUESTION:**

What will I do to assess student learning?

<table>
<thead>
<tr>
<th></th>
<th>OBS</th>
<th>COMMENTS</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Analyzes and applies data from multiple measures to diagnose students’ learning needs, inform instruction, and monitor progress.

2. Designs and uses formative and summative assessments that lead to mastery.

3. Modifies teacher made assessments to accommodate diversity.

4. Communicates assessment data to students and parents.
This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed.

## DIMENSION 6: RELATIONSHIP WITH STUDENTS

### ESSENTIAL QUESTION:
How will I build relationships with students?

<table>
<thead>
<tr>
<th>OBS</th>
<th>COMMENTS</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrates knowledge of students.

2. Builds relationships through instructional interactions.

3. Creates a positive environment of respect and rapport.
GLOSSARY OF TERMS

Common Assessments – Assessments, either formative or summative, that are created collaboratively, before teaching the course, by a team of teachers responsible for the same grade level or course. These may be part of a Lesson Study cycle.

Differentiated Instruction – A teacher’s response to learners’ needs by differentiating content, process, or product.

Formative Assessment – A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

In-process Measures – In-process measures track the performance of a process as it is unfolding, providing real-time feedback that can be acted upon without waiting for the process to end, at which point end-of-process or outcome measures tell you the results of that process.

Learning Management System – Individualized access to data which will include student data, personal data, and professional development data.

Pre-Assessment – Any method, strategy or process used to determine a student’s current level of readiness, prior knowledge, or interest in order to plan for appropriate instruction.

Progress Monitoring – Formal evaluations of student learning provided at specific times throughout the year prior to the final evaluation. Teachers use data to adjust instruction.

Multiple Data Sources – more than two.

Professional Growth Plan (PGP) – Personal, individualized plan to improve instruction as evidenced by improved student achievement.

Qualitative/Quantitative data – Qualitative data approximates or characterizes but does not measure the attributes, characteristics, properties, etc., of a thing or phenomenon (e.g., surveys, questionnaires, observations, etc.). Quantitative data is data measured or identified on a numerical scale. Numerical data can be analyzed using statistical methods, and results can be displayed using tables, charts, histograms and graphs. Qualitative data describes whereas quantitative data (e.g., test scores) defines.  NOTE: Numbers can be found in both qualitative and quantitative data. Qualitative data is more subjective in nature, whereas quantitative is more objective. Examples: FCAT scores – quantitative; classroom test scores on tests made up by a teacher – a blend of subjectivity and objectivity; surveys – subjective.

Stretch Goal – A goal that significantly impacts teacher practice and ultimately, student performance. “Stretch” applies to new or significantly strengthened professional practice; e.g., having students use technology in the classroom for the first time, or having students use a different technology than used previously.

Summative Assessment – A means to determine a student’s mastery of information, knowledge, skills, concepts, etc. after the unit or learning activity has been completed.
# Instructional Professional Growth Plan (PGP) Goal

**Name** ________________________________  **School** ________________________________

## RATIONALE FOR PGP GOAL:

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Best Practice</th>
<th>Reflection</th>
<th>“Stretch”</th>
</tr>
</thead>
</table>
| Multiple sources  
Quantitative - student & professional practice  
Qualitative – student & professional practice | Connected to data analysis  
Research within school  
Research beyond school | Connected to data analysis  
Comparison: self-reflection and best-practice research school  
Link improved practice to student needs | Connected to data analysis  
Linked to SIP Outcome: new/strengthened practice |

## PROFESSIONAL GROWTH PLAN GOAL:

**WORK PLAN STRATEGIES:** connected to goal; action-oriented; sustainable; defined in-process measures; planned feedback & reflection; “doable” timelines; defined new or improved practice

<table>
<thead>
<tr>
<th>#</th>
<th>Strategy</th>
<th>Grading Period Implementation</th>
<th>Specific timelines</th>
<th>In-process measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## OUTCOME MEASURES AND REFLECTION:  
quantitative & qualitative student and professional practice outcomes
# Teacher Professional Growth Plan (PGP) Goal

**Name**: BPS Teacher  
**School**: Any

## Rationale for PGP Goal:

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Best Practice</th>
<th>Reflection</th>
<th>“Stretch”</th>
</tr>
</thead>
</table>
| Multiple sources  
Quantitative - student & professional practice  
Qualitative – student & professional practice | Connected to data analysis  
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Research beyond school | Connected to data analysis  
Comparison: self-reflection and best-practice research school  
Link improved practice to student needs | Connected to data analysis  
Linked to SIP Outcome: new/strengthened practice |

On FCAT mathematics 2011, 67% of students in my classes scored below 80% proficiency on the standard “Big Idea”—analyze and represent linear functions, and solve linear equations and systems of linear equations. Deeper analysis shows that students struggled with benchmark concepts connected to creating and interpreting tables, graphs, and models to represent and solve problems. Common assessment data reflected that my students did not perform as well when they were expected to use previous knowledge to support understanding of new concepts or apply math concepts to analyze or solve real-world problems. Reflecting on my own classroom assessment brought to light two things. One is that students experienced similar difficulties to those cited above when questions or tasks sought to evaluate their ability to demonstrate higher levels of thinking. Second is the reality that a very small percentage of my classroom assessment seeks this higher level of mathematical thinking and reasoning.

Many researchers cite the powerful and positive effect that ongoing formative assessment has on student learning (Rick Stiggins and Jan Chappuis of the Assessment Training Institute: [http://www.assessmentinst.com/wp-content/uploads/2009/05/tip-pub.pdf](http://www.assessmentinst.com/wp-content/uploads/2009/05/tip-pub.pdf); Black & William in their often cited *Inside the Black Box: Raising Standards Through Classroom Assessment: [http://www.svitv.sccoe.org/depts/esb/docs/2008/Jan2008/InsideBlackBox.pdf](http://www.svitv.sccoe.org/depts/esb/docs/2008/Jan2008/InsideBlackBox.pdf)*. Others such as Anne Davies in the book *Ahead of the Curve* provide insight into what can be gained by effectively involving students in the classroom assessment process. Mrs. Warren and Mr. Cabrera are two staff members whose students have seen a high degree of success on summative classroom, benchmark and FCAT assessment, particularly in the category Expressions, Equations, and Functions assessment process. I believe that I am fairly strong in my overall instructional delivery. In the last few years I have worked to differentiate my assessment in an effort to require students to demonstrate their understanding in various ways. My overall assessment approach, however, is almost exclusively summative in nature. There are times when I find myself not building challenging items or expectations on tests because of the likelihood that a large number of students will not “get it right.” Invariably this may deny them of practice with or responsibility for some of the very higher level skills cited in the data above. Beyond asking students to go over tests and correct mistakes, they have virtually no role in the assessment process.

## Professional Growth Plan Goal:

I will develop and utilize formative assessment practices that lead to enhanced student performance on summative assessments, including FCAT. As a part of this effort, I will create meaningful ways to involve students in both assessment development and progress monitoring.

## Work Plan Strategies:

<table>
<thead>
<tr>
<th>#</th>
<th>Strategy</th>
<th>Grading Period Implementation</th>
<th>Specific timelines</th>
<th>In-process measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach students Webb’s Depth of Knowledge</td>
<td>x</td>
<td>First two weeks of school</td>
<td>Quiz to properly categorize items in first two weeks; quarterly feedback from students regarding understanding and utility</td>
</tr>
</tbody>
</table>
2. Teach students the concept “light” and “heavy” questions (aligns with lower and higher levels of thinking) | x | First two weeks of school | Quiz to properly categorize items in first two weeks; quarterly feedback from students regarding understanding and utility

3. Student identification of light and heavy questions on teacher-made instruments—part of assessment | x | | Review of student results; feedback after each assessment: What made it a good heavy question?

4. Strategies will be developed to require students to provide light and/or heavy questions or tasks to be included in differentiated assessments | x x x | Review of student results; quarterly feedback from students; quarterly reflection on assessment practices

5. Create student assessment preparation, development and participation learning teams – team will work collaboratively in one of the three tasks and, over time, will be asked to do all of them. | x x x x | Review team work and member results; Team exit slips following each task

6. Learn more about implementing effective formative assessment practices by reading research articles posted on BPS B.E.S.T. website. | x x | Written reflection: key instructional points and assessment ideas to be implemented

7. Implement formative assessment practices presented in B.E.S.T Module 4 training and learned through best-practice research. | x x x x | Module 4 training in October | Student feedback (exit slips; quarterly survey, “class meeting”); Review of student results & progress; reflection efforts, feedback from colleague observation

8. Observe Mrs. Warren focusing on daily formative approaches (“thumbs up”, tablets, classroom response systems, etc.) | x x | Observation form(s)

9. Meet with Mr. Cabrera & Ms. French to discuss approaches to involving students in ongoing progress monitoring, goal setting, and mutual support. | x | Reflection of elements to be incorporated

10. Develop process for student monitoring of formative assessment data and setting performance targets | x x x x | Monitor student target success; formal student feedback at least twice each grading period—informal ongoing

11. Develop process for “student experts” to provide formative support for peers—incentive built in for both | x x x | Monitor student success with a focus on gains following support; formal student feedback at least twice each grading period—informal ongoing

12. Develop and implement at least one student-led conference | x | 2nd semester parent conference | Parent conference agenda; feedback from participating parents

Formal feedback related progress monitoring and formative support will be sought from students at least 8 times during the year. Four quarterly surveys will seek student perceptions regarding the delivery and impact of formative and student-involved assessment efforts. In the final administration of both formal feedback efforts, at least 80% of the students will provide an affirmative response to each item seeking validation of support and utility of assessment efforts. 100% of my whole class formative and summative assessments will include “heavy” questions or tasks derived from Webb’s top two depth-of-knowledge levels. 60% of the students in my classes will score above 80% proficiency in the reporting category Expressions, Equations, and Functions. Despite the inclusion of more challenging questions and tasks on summative assessments, overall final GPA for students in my classes will increase by 5%.
### Professional Growth Plan (PGP) Development

**Scoring and Feedback**

Teacher Number ____________________

School ______________________________

<table>
<thead>
<tr>
<th>Development Goal</th>
<th>Elements (Refer to PGP Development Rubric)</th>
<th>Ratings &amp; Scoring</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Development of PGP Goal</td>
<td>D(4) P(3) PSN(2) U(0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Work Plan Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Outcome Measures &amp; Reflections</td>
<td>D(2) P(1) PSN(0) U(0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Goal</th>
<th>Elements (Refer to PGP Development Rubric)</th>
<th>Ratings &amp; Scoring</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total score:**

______________ / ____________

Evaluator’s Number Date
# Professional Growth Plan (PGP) Development
## Administrator Final Scoring and Feedback

Teacher Number ___________________________  School ________________________________

### Development Goal

<table>
<thead>
<tr>
<th>Professional Growth Plan: Development</th>
<th>Ratings &amp; Scoring</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements (Refer to PGP Development Rubric)</strong></td>
<td><strong>D(4) P(3) PSN(2) U(0)</strong></td>
<td><strong>1) Development of PGP Goal</strong></td>
</tr>
<tr>
<td>2) Work Plan Strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elements (Refer to PGP Development Rubric)</strong></th>
<th><strong>Ratings &amp; Scoring</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Outcome Measures &amp; Reflections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**column subtotals**

**Total Administrator Score:______/______**

### Professional Growth Plan Development Final Scoring

<table>
<thead>
<tr>
<th>Professional Growth Plan (PGP) Development</th>
<th>Teacher Leader Scores</th>
<th>Admin Score</th>
<th>Averaged Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

**Administrator ___________________________ / ___________________________**

**Date ___________________________**

IPPAS Appendix: 33

*Our Mission is to Serve Every Student with Excellence as the Standard!*
Professional Growth Plan (PGP) Implementation
Scoring and Feedback

Teacher __________________________  School _______________________________  Administrator __________________________

### Development Goal

#### Professional Growth Plan Implementation: Working the Plan

<table>
<thead>
<tr>
<th>Elements (Refer to PGP Implementation Rubric)</th>
<th>Self Ratings &amp; Scoring</th>
<th>Teacher Comments</th>
<th>Administrator Ratings &amp; Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Implements the PGP with fidelity and professional practice.</td>
<td>D(4)  P(3)  PSN(2)  U(0)</td>
<td></td>
<td>D(4)  P(3)  PSN(2)  U(0)</td>
</tr>
</tbody>
</table>

#### Professional Growth Plan Implementation: In-Process Monitoring

<table>
<thead>
<tr>
<th>Elements (Refer to PGP Implementation Rubric)</th>
<th>Self Ratings &amp; Scoring</th>
<th>Teacher Comments</th>
<th>Administrator Ratings &amp; Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Seeks feedback and support and shares successful practice.</td>
<td>D(2)  P(1)  PSN(0)  U(0)</td>
<td></td>
<td>D(2)  P(1)  PSN(0)  U(0)</td>
</tr>
<tr>
<td>3) In-Process Monitoring</td>
<td>D(2)  P(1)  PSN(0)  U(0)</td>
<td></td>
<td>D(2)  P(1)  PSN(0)  U(0)</td>
</tr>
</tbody>
</table>

**Teacher Score:** [ ]  **Administrator Score:** [ ]

**Total Averaged Score:** [ ]

**Administrator Comments:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Employee’s Signature Date  Administrator’s Signature Date

IPPAS Appendix: 34

Our Mission is to Serve Every Student with Excellence as the Standard!
## BPS Instructional Personnel Evaluation Instrument

<table>
<thead>
<tr>
<th>Name</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
</tr>
<tr>
<td>Principal/Dept Head</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

### A. Quality of Instruction *(Must be completed for all certificated employees):*

#### Instructional Design and Lesson Planning

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
</tr>
</tbody>
</table>

1. Sets instructional outcomes and aligns instruction with state-adopted standards.
2. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons.
3. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments.
4. Requires students to understand and demonstrate skills and competencies.

**Teacher Comments:**

**Administrator Comments:**

### Learning Environment

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
</tr>
</tbody>
</table>

1. Creates and maintains a safe and organized learning environment.
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.
3. Allocates and manages time, space, resources.
4. Manages student conduct.
5. Conveys high expectations, respects students’ cultural backgrounds and accommodates diverse needs of students.
6. Models and teaches clear, acceptable communication skills.
7. Maintains a climate of inquiry.
8. Integrates appropriate technologies.

**Teacher Comments:**

**Administrator Comments:**
### Instructional Delivery and Facilitation

1. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, and modifies instruction to respond to student misconceptions.
2. Employs higher order questions.
3. Applies varied instructional strategies and resources.
4. Delivers engaging, challenging and relevant lessons.
5. Differentiates instruction.
6. Provides immediate and specific feedback to students.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**

### Assessment

1. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.
2. Designs and uses formative and summative assessments that lead to mastery.
3. Modifies teacher made assessments to accommodate diversity.
4. Communicates assessment data to students and parents.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**

### Professional Responsibility and Ethical Conduct

1. Demonstrates punctuality, attendance, and timely completion of records and reports.
2. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics.
3. Demonstrates professionalism.
4. Initiates professional communication with appropriate stakeholders.
5. Applies technology to organize and communicate assessment information.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**

### B. Quality of Instruction (Must be completed for all certificated employees)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**
Relationships with Students

1. Displays knowledge and understanding of how students learn and applies knowledge to building positive relationships with students.
2. Teacher brings student interest into content.
3. Teacher interactions with students reflect respect and caring for the individual as well as groups of students.

Relationships with Parents and Community

1. Establishes early contact with parents.
2. Establishes a relationship of mutual trust and respect with parents.
4. Maintains two-way communication with parents.
5. Responsive to parent needs.
6. Promotes parent understanding of academic standards and expectations.
7. Reports to parents about student performance and progress.
8. Provides opportunities to assist student learning at home.
9. Provides information about school and community resources to parents.
10. Provides meaningful connections with learning and the community.

A. FORMATIVE SCORING BY ADMINISTRATOR:

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Observations Points</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Our Mission is to Serve Every Student with Excellence as the Standard!
Principal Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher Comments (Optional):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My signature indicates that this evaluation has been discussed with me:

______________________________________________________________ / __________________________ Date
Signature of Employee (Blue Ink Only)

______________________________________________________________ / __________________________ Date
Signature of Principal/Administrative Supervisor (Required) (Blue Ink Only)

______________________________________________________________ / __________________________ Date
Signature of Assistant Principal (Required) (Blue Ink Only)
## Instructional Personnel - Short-Term Contract Evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/School</th>
<th>Principal/Dept Head</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

__________________________ has rendered ________________ performance for the short term period of 
__________________________

**Summary Statement (Required):**

__________________________

Signature of Principal/Administrative Supervisor (Required) *(Blue Ink Only)*

_______________ / _____________________________

Date

__________________________

Signature of Assistant Principal *(Blue Ink Only)*

_______________ / _____________________________

Date

**Teacher Comments (Optional):**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My signature indicates that this evaluation has been discussed with me:

__________________________

Signature of Employee *(Blue Ink Only)*

_______________ / _____________________________

Date
### Instructional Professional Development Assistance Plan (PDAP) Form

**Employee:** _____________________________________________________________

<table>
<thead>
<tr>
<th>Specific Behaviors</th>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Improvement</th>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistance Plan</th>
<th>#</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date for Follow-Up:** ____________________________

---/---/_____ ____________________________

Employee’s Signature | Date | Administrator’s Signature | Date
(Blue Ink Only) | (Blue Ink Only)

**Date for Follow-Up Review:** ____________________________

---/---/_____ ____________________________

Employee’s Signature | Date | Administrator’s Signature | Date
(Blue Ink Only) | (Blue Ink Only)
# Mid-Year Conference

**Teacher Name** ________________________________

**School** ________________________________

**General Reflection**

- Are you meeting or not meeting the goals you established?

---

**Employee’s Signature** ____________________________ **Date** ____________________________

*(Blue Ink Only)*

**Administrator’s Signature** ____________________________ **Date** ____________________________

*(Blue Ink Only)*
### Evaluation Summary Calculation Form

<table>
<thead>
<tr>
<th>Name</th>
<th>School Year</th>
<th>School/Dept Name</th>
<th>School/Dept #</th>
<th>Contract Status:</th>
<th>Principal/Dept Head</th>
<th>Assignment</th>
<th>New Hire</th>
<th>AC</th>
<th>CC/PSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>MI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Component 1: Description**

#### A. Quality of Instruction (Dimensions 1 – 4)

| Instructional Design & Lesson Planning | 3 |
| Learning Environment                  | 3 |
| Instructional Delivery & Facilitation | 3 |
| Assessment                             | 3 |

#### B. Professional Responsibility, Conduct and Relationships (Dimensions 5 – 7)

| Professional Responsibility and Ethical Conduct | 3 |
| Relationships with Students                  | 3 |
| Relationships with Parents and Community      | 3 |

**Component 1: Cumulative Total (Sections A + B)**

| 21 |

**Component 2: Description**

#### A. Professional Growth Plan (PGP) Development

|  |

#### B. Professional Growth Plan (PGP) Implementation

|  |

#### C. Collaboration and Mutual Accountability

|  |

**Component 2: Cumulative Total (Sections A + B + C)**

| 26 |

**FORMATIVE EVALUATION TOTAL (Components 1 & 2)**

| 47 |

My signature indicates that this evaluation has been discussed with me:

/ ____________________________ 
Signature of Employee (Blue Ink Only) Date

/ ____________________________ 
Signature of Principal/Administrative Supervisor (Required) (Blue Ink Only) Date

IPPAS Appendix: 42

**Our Mission is to Serve Every Student with Excellence as the Standard!**
## Evaluation Summary Calculation Form (continued)

Name ________________________________  Last  First  Mi  School Year ________________

### Student Performance/Growth Measures

<table>
<thead>
<tr>
<th>Component 3: Description</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Achievement Results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Value Added</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>1b. Collaborative Team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Component 3: Cumulative Total (Sections 1 + 2) | 50 |

### Alignment Component and Final Calculation

<table>
<thead>
<tr>
<th>Final Calculation</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Total (Components 1 &amp; 2)</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Student Performance Total</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Alignment Total (see rubric)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMATIVE INSTRUCTIONAL PERFORMANCE APPRAISAL SYSTEM FINAL SCORE** 100

- [ ] Highly Effective (86–100 pts)
- [ ] Effective (73–85 pts)
- [ ] Needs to Improve (64–72 pts)
- [ ] Unsatisfactory (63 – 0 pts)

My signature indicates that this evaluation has been discussed with me:

_________________________ / __________________________
Signature of Employee  (Blue Ink Only)  Date

_________________________ / __________________________
Signature of Principal/Administrative Supervisor  (Required)  (Blue Ink Only)  Date
## Two-Year Beginning Teacher Support System Documentation

Teacher’s Name ____________________________ School __________________________

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Two Evaluations per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Administrator</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year: Evaluation 1 1&lt;sup&gt;st&lt;/sup&gt; Evaluation 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year: Evaluation 1 2&lt;sup&gt;nd&lt;/sup&gt; Evaluation 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Administrator selects a qualified Mentor/Coach</th>
<th>Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>- At least three (3) years of Effective Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Administrator approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Completion of the 3 day Clinical Educator Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mentoring/Coaching Orientation training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mentor/Coach</th>
<th>Must observe the teacher two times per year for two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td>Using Data Collection Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the coaching cycle for each observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year: Observation 1 Observation 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year: Observation 1 Observation 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>New Teacher</th>
<th>Attendance to the New Teacher Academy (December)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>New Teacher</th>
<th>Attendance and completion of follow up for <strong>six (6) hours</strong> of Professional Development in Learning Environment - Classroom Management:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
<td>- New Teacher Orientation (NTO)/Classroom Management, B.E.S.T.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Orientation to include the 6 revised FEAPS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>New Teacher</th>
<th>Two observations in effective teachers’ classroom (1&lt;sup&gt;st&lt;/sup&gt; year) Date 1: ___________________ Date 2: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td></td>
<td>Two observations in effective teachers’ classroom (2&lt;sup&gt;nd&lt;/sup&gt; year) Date 1: ___________________ Date 2: ________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Log left in teacher’s portfolio at the school)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Complete the six (6) Accomplished Practice Observation Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td></td>
<td>Documentation of Completion of all the requirements listed on this document</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Turn in these sheets to Peggy Yelverton)</em></td>
</tr>
</tbody>
</table>

**IPPAS Appendix:** 44

**Our Mission is to Serve Every Student with Excellence as the Standard!**
DOCUMENT OF COMPLETION STATEMENT
Brevard County Induction Program
2011-2012

Teacher’s Name: ________________________________
Employee ID#: ________________________________
Start Date: ________________________________
School: ________________________________
Teaching Assignment: ________________________________

It is my professional opinion that ________________________________, beginning teacher in the Brevard County School District

HAS
HAS NOT

successfully completed the Brevard County Induction Program.

Please continue in the program for the 2012-13 school-year.

__________________________  _______________________
Administrator’s Signature                  Date
### 13-14 Evaluation Cycle Business Rules Table

<table>
<thead>
<tr>
<th>Elementary School Instructional Positions</th>
<th>Area of Responsibility</th>
<th>Student Group</th>
<th>Student Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Assigned Students</td>
<td>District Growth Measure Assessments</td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 years)</td>
<td></td>
</tr>
<tr>
<td>All Elective Areas</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One year ONLY)</td>
<td></td>
</tr>
<tr>
<td>Itinerant Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One year ONLY)</td>
<td></td>
</tr>
<tr>
<td>ESE Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>ESOL Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>ESE School Specialists</td>
<td>Whole School Score</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td>Whole School Score</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>Whole School Score</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>All other non-classroom Instructional Staff</td>
<td>Whole School Score</td>
<td>FCAT Reading and Math Aggregated VAM (up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>Media Specialists</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>Reading Specific Instructional Coaches</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
<td></td>
</tr>
<tr>
<td>Math Specific Instructional Coaches</td>
<td>Whole School Score</td>
<td>FCAT Math Aggregated VAM (Up to 3 Years Data)</td>
<td></td>
</tr>
</tbody>
</table>

*Teacher’s final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.*
### Middle School Instructional Positions

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Student Group</th>
<th>Student Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th-8th Language Arts</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>7th-8th Reading</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>7th-8th FCAT Math</td>
<td>Assigned Students</td>
<td>FCAT Math Aggregated VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>8th Algebra 1</td>
<td>Assigned Students</td>
<td>8th Grade Algebra 1 EOC VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>7th-8th All Other Math</td>
<td>Assigned Students</td>
<td>FCAT Math Aggregated VAM</td>
</tr>
<tr>
<td>7th-8th Science</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One Year of Data)</td>
</tr>
<tr>
<td>7th-8th Social Studies</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One Year of Data)</td>
</tr>
<tr>
<td>All Elective Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One Year of Data)</td>
</tr>
<tr>
<td>Itinerant Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One Year of Data)</td>
</tr>
<tr>
<td>ESE Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One Year of Data)</td>
</tr>
<tr>
<td>ESOL Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading and Math Aggregated VAM (One Year ONLY)</td>
</tr>
<tr>
<td>ESE School Specialists</td>
<td>Whole School Scores</td>
<td>FCAT Reading and Math Aggregated VAM (One YEAR ONLY)</td>
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<tr>
<td>Instructional Coaches</td>
<td>Whole School Scores</td>
<td>FCAT Reading and Math Aggregated VAM (One Year ONLY)</td>
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<tr>
<td>Guidance Counselors</td>
<td>Whole School Scores</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>All other non-classroom Instructional Staff</td>
<td>Whole School Scores</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Media Specialists</td>
<td>Whole School Scores</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Reading Specific Instructional Coaches</td>
<td>Whole School Scores</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Math Specific Instructional Coaches</td>
<td>Whole School Scores</td>
<td>FCAT Math Aggregated VAM (One year ONLY)</td>
</tr>
</tbody>
</table>

*Teacher’s final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.*
## High School Instructional Positions

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Student Group</th>
<th>Student Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th-10th Language Arts</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>11th-12th Language Arts</td>
<td>Assigned Students</td>
<td>ACT Predictive Measure</td>
</tr>
<tr>
<td>9th-10th Reading</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (Up to 3 Years Data)</td>
</tr>
<tr>
<td>11th-12th Reading</td>
<td>Assigned Students</td>
<td>ACT Predictive Measure</td>
</tr>
<tr>
<td>9th Algebra 1</td>
<td>Assigned Students</td>
<td>9th Grade Algebra 1 EOC VAM (Up to 3 Years Data when available)</td>
</tr>
<tr>
<td>9th-10th Math</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>11th-12th Math</td>
<td>Assigned Students</td>
<td>ACT Predictive Measure</td>
</tr>
<tr>
<td>9th-10th Science</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>11th-12th Science</td>
<td>Assigned Students</td>
<td>ACT Predictive Measure</td>
</tr>
<tr>
<td>9th-10th Social Studies</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
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<tr>
<td>All Elective Areas</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Itinerant Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>ESE Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>ESOL Teachers</td>
<td>Assigned Students</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
<tr>
<td>Reading Instructional Coach</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure</td>
</tr>
<tr>
<td>Science Instructional Coach</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure</td>
</tr>
<tr>
<td>Math Instructional Coach</td>
<td>Whole School Score</td>
<td>ACT Predictive Measure</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure</td>
</tr>
<tr>
<td>All Other Non-Classroom Instructional Staff</td>
<td>Whole School Score</td>
<td>FCAT Reading Aggregated VAM (One year ONLY)</td>
</tr>
</tbody>
</table>

*Teacher’s final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.*

## District Instructional Positions

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Student Group</th>
<th>Student Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>All District Based Instructional Staff</td>
<td>Whole District Score</td>
<td>FCAT Reading and Math Aggregated VAM (Up to 3 years of Data)</td>
</tr>
</tbody>
</table>

IPPAS Appendix: 49
Student Performance/Growth Measures

Each of these categories will be weighted and aggregated in the final determination of a teacher’s 45 point summative score to include every student associated with them.

- **FCAT reading and math type courses** that receive a Teacher Aggregated VAM score from the state
  - The teacher’s score will be based on either a 1, 2, or 3 year aggregate based on their concurrent FCAT course experience.
  - A teacher must have a minimum of 8 students associated with the most current year’s score AND have at least 8 student associations in each of the qualified prior years

- **8th grade algebra 1 EOC type course** that receive a Teacher Aggregated VAM score from the state.
  - The teacher’s score will be based on either a 1, 2, or 3 year aggregate based on their concurrent EOC course experience.
  - A teacher must have a minimum of 8 students associated with the most current year’s score AND have at least 8 student associations in each of the qualified prior years

- **9th grade algebra 1 EOC type courses** that receive a Teacher Aggregated VAM score from the state.
  - The teacher’s score will be based on either a 1, 2, or 3 year aggregate based on their concurrent EOC course experience.
  - A teacher must have a minimum of 8 students associated with the most current year’s score AND have at least 8 student associations in each of the qualified prior years
  - New Hires are required to have only one year’s data with at least 8 students

- Teachers that do not teach FCAT reading or math type courses will have scores associated with their students’ (students they teach) FCAT reading/math or Algebra 1 EOC VAM scores provided by the state. Depending on what course they teach their scores will be calculated by either the FCAT reading VAM, FCAT math VAM, 8th grade Algebra 1 EOC VAM, 9th grade Algebra 1 EOC VAM or a combination of these. This score will encompass only the most current year.

- The following will be the basis for district growth measures and predictive target scores.
  - K = KLS and MI Growth Measures
  - 1-2 = DRLA/Bella Growth Measures
  - 3 = FAIR/FCAT Predictive Scores
  - 11 = 10 Grade FCAT/ACT Predictive Scores
  - 12 = TBD

- School Based teachers that do not have any student population assigned to them
  - SAV for reading or math or both... depending on their assignment

- District Based teachers that do not have any student population assigned to them
  - DAV for reading or math or both... depending on their assignment

Teachers may fall within several categories and their scores will be calculated as a weighted average of each category, encompassing all students associated with the specific teacher.
## Value-Added Measures

### Elementary VAM Cut Scores

<table>
<thead>
<tr>
<th>District Points</th>
<th>VAM Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>0.89 and Above</td>
</tr>
<tr>
<td>44</td>
<td>0.78 to 0.88</td>
</tr>
<tr>
<td>43</td>
<td>0.67 to 0.77</td>
</tr>
<tr>
<td>42</td>
<td>0.56 to 0.66</td>
</tr>
<tr>
<td>41</td>
<td>0.45 to 0.55</td>
</tr>
<tr>
<td>40</td>
<td>0.34 to 0.44</td>
</tr>
<tr>
<td>39</td>
<td>0.23 to 0.33</td>
</tr>
<tr>
<td>38</td>
<td>0.12 to 0.22</td>
</tr>
<tr>
<td>37</td>
<td>0.01 to 0.11</td>
</tr>
<tr>
<td><strong>36</strong></td>
<td><strong>-0.11 to 0.00</strong></td>
</tr>
<tr>
<td>35</td>
<td>-0.22 to -0.12</td>
</tr>
<tr>
<td>34</td>
<td>-0.33 to -0.23</td>
</tr>
<tr>
<td>33</td>
<td>-0.44 to -0.34</td>
</tr>
<tr>
<td>32</td>
<td>-0.55 to -0.45</td>
</tr>
<tr>
<td>31</td>
<td>-0.66 to -0.56</td>
</tr>
<tr>
<td>30</td>
<td>-0.77 to -0.67</td>
</tr>
<tr>
<td>29</td>
<td>-0.88 to -0.78</td>
</tr>
<tr>
<td>28</td>
<td>-0.99 to -0.89</td>
</tr>
<tr>
<td>27</td>
<td>-1.2 to -1.1</td>
</tr>
<tr>
<td>26</td>
<td>-1.31 to -1.21</td>
</tr>
<tr>
<td>25</td>
<td>-1.42 to -1.32</td>
</tr>
</tbody>
</table>

### Middle/High/Alt School VAM Cut Scores

<table>
<thead>
<tr>
<th>District Points</th>
<th>VAM Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>0.63 and Above</td>
</tr>
<tr>
<td>44</td>
<td>0.56 to 0.62</td>
</tr>
<tr>
<td>43</td>
<td>0.49 to 0.55</td>
</tr>
<tr>
<td>42</td>
<td>0.42 to 0.48</td>
</tr>
<tr>
<td>41</td>
<td>0.35 to 0.40</td>
</tr>
<tr>
<td>40</td>
<td>0.28 to 0.34</td>
</tr>
<tr>
<td>39</td>
<td>0.21 to 0.27</td>
</tr>
<tr>
<td>38</td>
<td>0.14 to 0.20</td>
</tr>
<tr>
<td>37</td>
<td>0.07 to 0.13</td>
</tr>
<tr>
<td><strong>36</strong></td>
<td><strong>-0.21 to 0.00</strong></td>
</tr>
<tr>
<td>35</td>
<td>-0.31 to -0.22</td>
</tr>
<tr>
<td>34</td>
<td>-0.40 to -0.31</td>
</tr>
<tr>
<td>33</td>
<td>-0.51 to -0.42</td>
</tr>
<tr>
<td>32</td>
<td>-0.61 to -0.52</td>
</tr>
<tr>
<td>31</td>
<td>-0.71 to -0.62</td>
</tr>
<tr>
<td>30</td>
<td>-0.81 to -0.72</td>
</tr>
<tr>
<td>29</td>
<td>-0.91 to -0.82</td>
</tr>
<tr>
<td>28</td>
<td>-1.01 to -0.92</td>
</tr>
<tr>
<td>27</td>
<td>-1.11 to -1.02</td>
</tr>
<tr>
<td>26</td>
<td>-1.21 to -1.12</td>
</tr>
<tr>
<td>25</td>
<td>-1.31 to -1.22</td>
</tr>
<tr>
<td>24</td>
<td>-1.41 to -1.32</td>
</tr>
<tr>
<td>23</td>
<td>-1.51 to -1.42</td>
</tr>
<tr>
<td>22</td>
<td>-1.61 to -1.52</td>
</tr>
<tr>
<td>21</td>
<td>-1.71 to -1.62</td>
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<tr>
<td>20</td>
<td>-1.81 to -1.72</td>
</tr>
<tr>
<td>19</td>
<td>-1.91 to -1.82</td>
</tr>
<tr>
<td>18</td>
<td>-2.01 to -1.92</td>
</tr>
<tr>
<td>17</td>
<td>-2.12 to -2.01</td>
</tr>
<tr>
<td>16</td>
<td>-2.22 to -2.11</td>
</tr>
<tr>
<td>15</td>
<td>-2.32 to -2.21</td>
</tr>
</tbody>
</table>

IPPAS Appendix: 51
1B) Collaborative Team (5 points)
Points will be awarded based on the percent of students being served by the collaborative team who meeting
the following criterion based on district student average score or compared to NON Collaborative Team students
within the school.

- **5 Points** = Team 6% or higher than District %LGA OR 6% or higher than School Non Team grade level peers (≥6%)
- **4 Points** = Team between 3-6% higher than District %LGA OR 3-6% higher than School Non Team grade level peers (≥3% but <6%)
- **3 Points** = Team between 0-3% higher than District %LGA OR 0-3% higher than School Non Team grade level peers (≥0% but <3%)
- **3 Points** = Team between 0-1% lower than District %LGA OR 0-1% lower than School Non Team grade level peers (≥0% but >-1%)
- **2 Points** = Team between 1% to 3% lower than District %LGA OR 1% to 3% lower than School Non Team grade level peers (≤1% but >-3%)
- **1 Point** = Team between 3-6% lower than District %LGA OR 3-6% lower than School Non Team grade level peers (≤-3% but >-6%)
- **0 Points** = More than 6% below District %LGA OR more than 6% below School Non Team grade level peers (<6%)
  
  (LGA = Learning Growth Average)

1) Teachers w/ student subgroup w/ predicted growth data (Predicted vs. Actual LG)
   - Percentages of students on collaborative team will be evaluated using the scoring rubric above.
   - Team Scores (Two Scores)
     i. Teachers will receive aggregated (weighted) score across disciplines (reading, math, or combined) and grade levels based on THEIR student subgroup to be compared to their school peers.
     ii. Teachers will receive a Learning Growth Proficiency score (non-weighted) based on THEIR student subgroup to be compared to the district average.
       - NEW: Collaborative teams will be scored accordingly regardless of the number of student scores associated with their team. It is advised that the team ensures that their team student population has at least 12 students expected to participate in the current year’s FCAT. Teams will no longer be assigned the school average.

2) Teachers w/ student subgroups w/o FCAT scores (All Pre-K-3, 11-12 focused teachers)
   - Student Learning Objectives (SLO’s) must be Established and approved by School Leadership
     - Gather and review available and appropriate measurement data
     - Determine the interval of instruction and identify content to be measured
     - Choose assessments or measures and set growth target
     - Create a 0-5 point target scale (3 = average)
     - Submit SLO to School Leadership for review and approval.
     - Monitor, and prepare for SLO outcomes and submit to school leadership.
     - School Leadership will report SLO (0-5 point) to district
## Dimension 1: Instructional Design and Lesson Planning for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3 pts)</th>
<th>Proficient (2 pts)</th>
<th>Professional Support Needed (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets instructional outcomes and aligns instruction with state-adopted standards</td>
<td>• Instructional goals and/or program-related objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students.</td>
<td>• Session plans are aligned to the district adopted curriculum maps, district/state assessments, and/or program-related objectives.</td>
<td>• Session plans are not consistently aligned to the district adopted curriculum maps, district/state assessments, and/or program related objectives.</td>
<td>• Session plans, pacing guides, when available, do not align with the district adopted curriculum maps, district/state assessments, and/or program related objectives.</td>
</tr>
<tr>
<td>Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons</td>
<td>• Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual schools. • Uses these data to accurately refine and modify instruction for district-level groups, school-level groups, and individuals.</td>
<td>• Makes accurate use of student achievement data (school or district level) when making instructional or program-related decisions. • Examines data at the item level when appropriate to find strengths and challenges for disaggregated groups of students to appropriately plan for session instruction.</td>
<td>• Accesses data to view school achievement and examines data but shows little application to make instructional decisions linked to analysis of data. • Inferences about the data may not be complete. Examines data at the district level and uses these data when planning instruction.</td>
<td>• Relies on someone else to access student achievement data. • When data is accessed, it may not be used to make decisions. • Does not consider data to make changes in instruction.</td>
</tr>
<tr>
<td>Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments</td>
<td>• High quality formative and/or summative assessments are designed that accurately measure student learning of the objectives. • Session is planned in detail around clearly defined objectives. • Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) are constant, with reasonable time allocations.</td>
<td>• Session plans are based on activities or resources rather than focused on objectives. • Progression and pacing of learning activities are sporadic, thus, time allocations are not always reasonable. • Session plans show little evidence of formative assessment.</td>
<td>• There is little evidence of monitored learning or use of appropriate instructional resources. • No evidence of planning and design of formative assessment or progress monitoring.</td>
<td></td>
</tr>
<tr>
<td>Requires students to understand and demonstrate skills and competencies</td>
<td>• Assessment tasks are embedded within the session and/or require a performance component for students to demonstrate what they know and are able to do. • Demonstration of skills and competencies is developed in advance of instruction and is aligned with the session objective. • Session objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.</td>
<td>• Although students are aware of the posted lesson objective, they rely on teacher direction to focus them on what they are expected to know and be able to do. • The demonstration of skills and competencies is minimally developed and/or may be loosely connected to the session objective.</td>
<td>• Session objectives are not known to students and students do not know what they are expected to know and be able to do.</td>
<td></td>
</tr>
</tbody>
</table>
### Dimension 2: Learning Environment for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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</tr>
</thead>
</table>
| Creates and maintains a safe and organized learning environment | • Implements and routinely reinforces, and students assume responsibility for regulations and established procedures to ensure student safety needs are consistently met.  
• Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. | • Implements and routinely reinforces regulations and established procedures to ensure student safety needs are consistently met.  
• Implements session routines. | • Does not consistently reinforce regulations and/or is not clear about established procedures in emergency situations.  
• Lacks an appropriate level of attention to the supervision of students. | • Allows for conflict in the environment.  
• Is non-compliant and/or negligent with regard to supervision of students during the course of a session. |
| Promotes a flexible, inclusive, collaborative, and student-centered learning environment | • Fosters and creates, through collaboration among students, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every student.  
• Teachers create an environment where students assume responsibility and hold themselves accountable for their learning.  
• Instructional time is protected by students’ adherence to session procedures. | • Fosters a stimulating and inclusive learning environment.  
• Teacher assumes responsibility for student learning.  
• Procedures have been established and are followed by students. | • Allows for too many students to “fall through the cracks”.  
• Does not individualize student attainment of session objectives.  
• In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. | • Fails to use procedures for independent and/or cooperative group work.  
• Engages in learning solely on provided materials (e.g., textbook or curriculum sequence) with little or no individualized instruction for students to meet specific learning needs or to account for district/school initiatives. |
| Allocates and manages time, space, resources | • Arranges physical resources proactively to assure accessibility to all students, taking into account individual needs.  
• Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning. | • Use of physical resources and space (furniture, technology, and learning stations) contributes to all students’ ability to access learning.  
• Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning. | • Use of physical resources and space limits student engagement and does not promote learning activities’ accessibility to all students resulting in loss of learning time for some students.  
• Failure to utilize and maintain facilities/equipment results in loss of learning opportunities. | • Poor use of physical resources and space is evident and/or learning is not accessible to some students resulting in considerable “down-time.”  
• Teaching/ learning time wasted. |
**Dimension 2: Learning Environment for Resource Teachers**

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</thead>
<tbody>
<tr>
<td>Manages student conduct</td>
<td>• Students contribute to ground rules and standards of conduct upheld by all members of the session.</td>
<td>• Standards for student conduct are evident, clear, and the physical environment supports a nurturing learning environment.</td>
<td>• Most students seem to understand rules of conduct.</td>
<td>• Teacher is unaware of what students are doing.</td>
</tr>
<tr>
<td></td>
<td>• Monitoring by the teacher of events in the session is subtle and proactive.</td>
<td>• Teacher is alert to student behavior at all times and manages student conduct.</td>
<td>• Teacher is generally aware but misses the activities of some students.</td>
<td>• Response to student behavior is inconsistent or negative and counterproductive.</td>
</tr>
<tr>
<td></td>
<td>• Students monitor their own and their peers’ behavior, correcting one another respectfully.</td>
<td></td>
<td>• Management techniques do not consistently assist students in developing individual responsibility for learning and behavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The focus of management is to maximize student learning time and students show a respect for the rights of others to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveys high expectations, respects students’ cultural backgrounds and accommodates diverse needs of students</td>
<td>• Establishes a culture of excellence that stretches achievement for all students.</td>
<td>• Encourages a culture in the session that challenges all students to continuously improve.</td>
<td>• Supports student improvement efforts suitable for most students.</td>
<td>• Reinforces low level learning expectations.</td>
</tr>
<tr>
<td></td>
<td>• Peer-to-peer interactions among students are highly respectful and are supportive of one another’s individuality.</td>
<td>• Teacher seeks to create an environment where student interactions are respectful.</td>
<td>• Teacher reinforces peer-to-peer interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or individual differences among students.</td>
<td>• Teacher allows displays of insensitivity to cultural or individual differences among students.</td>
</tr>
<tr>
<td></td>
<td>• Every student receives verbal and nonverbal indications that he/she is valued and respected.</td>
<td>• Students receive verbal and nonverbal indications that he/she is valued and respected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models and teaches clear, acceptable communication skills</td>
<td>• Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding.</td>
<td>• Directions, procedures, and feedback are clear to students.</td>
<td>• Directions, procedures, and feedback are clarified to students after initial student confusion.</td>
<td>• Directions, procedures, and feedback are confusing to students.</td>
</tr>
<tr>
<td></td>
<td>• Teacher’s spoken and written language conforms to standard English and contains well-chosen vocabulary that enriches the lesson.</td>
<td>• Teacher’s spoken and written language conforms to standard English.</td>
<td>• Teacher’s spoken language is audible and when written, is legible.</td>
<td>• Teacher’s spoken language is inaudible to some students.</td>
</tr>
<tr>
<td></td>
<td>• Teacher finds opportunities to extend student vocabulary.</td>
<td>• Teacher/student interactions serve as a model of respectful rapport.</td>
<td>• Teacher/student interactions are cordial, but may not transfer to positive student/student relations.</td>
<td>• Writing is illegible or contains errors in grammar or syntax.</td>
</tr>
<tr>
<td></td>
<td>• Teacher/student interactions serve as a model of respectful rapport.</td>
<td></td>
<td></td>
<td>• Teacher/student interactions reflect a lack of rapport.</td>
</tr>
</tbody>
</table>
### Dimension 2: Learning Environment for Resource Teachers

**Note:** While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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</tr>
</thead>
<tbody>
<tr>
<td>Maintains a climate of inquiry</td>
<td>• Facilitates a culture of professional inquiry that promotes student leadership in learning and in applying a variety of problem solving, inquiry-based strategies.</td>
<td>• Engages students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions.</td>
<td>• Includes some problem solving and inquiry-based activities.</td>
<td>• Instruction does not regularly include problem solving or inquiry-based activities.</td>
</tr>
<tr>
<td></td>
<td>• Engages students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions.</td>
<td>• Problem solving culminates in student generated real-world applications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates appropriate technologies</td>
<td>• Creates a rich learning environment in which students regularly engage in activities that would have been difficult to achieve without technology.</td>
<td>• Uses technology to construct teaching materials and learning activities.</td>
<td>• Demonstrates awareness of and models acceptable use of technology; collaborates with other educational professionals or stakeholders as appropriate.</td>
<td>• Technology to promote organizational efficiency and support instruction is not evident.</td>
</tr>
<tr>
<td></td>
<td>• Students are actively engaged in using available technology as a tool rather than passively receiving information from the technology.</td>
<td>• Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.</td>
<td>• Teacher uses technology to deliver curriculum content to students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students engage in ongoing meta-cognitive activities and collaborate with peers and/or experts on educational projects.</td>
<td>• Teaches students to use available computers and other forms of technology to create program-related products.</td>
<td>• Students use technology passively for drill and practice and computer-based training.</td>
<td></td>
</tr>
</tbody>
</table>
# Dimension 3: Instructional Delivery & Facilitation for Resource Teachers

**Note:** While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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<th>Un satisfactory (0 pts)</th>
</tr>
</thead>
</table>
| **Utilizes knowledge of the subject to enrich students’ understanding, identifies gaps in students’ learning, modifies instruction to respond to student misconceptions** | • Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline.  
• All students are engaged in learning experiences, discussions, questioning, and demonstrations of learning.  
• Uses a variety of checks for understanding during strategic points in the session to identify learning gaps and adjust instruction.  
• Anticipates problems and uses multiple intervention strategies to assist student understanding and performance. | • Instruction is based on content knowledge that is accurate and current.  
• Recognizes problems and makes adjustments during the session in response to student understanding and performance.  
• The teacher engages students, models instruction, guides practice and provides feedback, and promotes student demonstration of learning. | • Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline.  
• Teacher does not check for understanding or recognize gaps in learning during the session.  
• Teacher adjusts future sessions based on student response data at the conclusion of the session. | • Instruction references inaccurate, outdated content knowledge.  
• Makes ineffective use of instructional materials.  
• Teacher does not use checks for understanding during the session.  
• No adjustments are made to the session sequence or pacing when students are confused. |
| **Employs higher order questions** | • Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers.  
• Much of the questioning involves analysis and synthesis.  
• Students contribute to the discussion by commenting on or adding to answers given by peers.  
• Ideally teachers can take a back seat and discussions can be student-led. | • Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.  
• Teacher encourages all students to be involved in discussion. | • Few teacher questioning strategies invite quality responses.  
• Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.  
• Only a few students respond. | • Questioning is knowledge level and is solely teacher-driven.  
• Students appear apathetic and the teacher provides the answers without any effort on their part. |
| **Applies varied instructional strategies and resources** | • Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all students and support desired outcomes.  
• Teacher stays abreast of current research through professional organizations, universities, local resources, and through the use of technology.  
• Teacher incorporates innovative ideas and materials. | • Shows awareness of resources for students available through the district and some familiarity with resources external to the district.  
• Teacher uses multiple instructional strategies to maintain focus, engage students and support desired outcomes for all students. | • Makes use of a limited number of instructional strategies to support student understanding.  
• Teacher is aware of and uses resources available through the district but does not use resources available more broadly. | • Develops sessions that lack focus and do not engage students or support desired outcomes.  
• Teacher does not use resources available through the district to enhance content.  
• Session time is often filled with activities that merely consume time and do not contribute to desired outcomes. |
**Dimension 3: Instructional Delivery & Facilitation for Resource Teachers**

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<tr>
<td>Delivers engaging, challenging and relevant lessons</td>
<td>• Sessions are designed to maximize productive time.</td>
<td>• Sessions are designed to provide students with rigorous content that is intellectually engaging.</td>
<td>• Sessions spend the majority of the time on knowledge level tasks that may require only some intellectual engagement.</td>
<td>• Sessions are too easy or for the majority of students, and time is spent on irrelevant tasks with low intellectual engagement.</td>
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<td>• High levels of rigor and relevance challenge students to be intellectually engaged throughout.</td>
<td>• Sessions often demonstrate the content’s importance and relation to life situations, and students can state how the content of the session is relevant to their own learning.</td>
<td>• Sessions do not consistently demonstrate an understanding of the content’s relationship to life situations.</td>
<td>• Sessions do not help the students make the connection between the instructional goals and what they are learning.</td>
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<td>• Teacher clearly demonstrates and articulates how content relates and applies to educational activities, life, work and community.</td>
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<td>• Whether or not they find it interesting, the students follow the teacher’s directions and do what is asked of them.</td>
<td>• Presentation of the session is not interesting and the students fail to apply the information to themselves.</td>
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<td>• Students can explain how the session relates to other disciplines and to themselves.</td>
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<td>Differentiates Instruction</td>
<td>• Differentiates instruction efficiently and appropriately by content, process and product to address the unique learning differences of students.</td>
<td>• Provides evidence of incorporating various differentiated instructional strategies (e.g. grouping by interest, multiple intelligences) to meet the needs of students with varying learning styles and abilities.</td>
<td>• Provides little evidence of incorporating various differentiated instruction.</td>
<td>• Does not differentiate instruction to address the needs of students with varying learning styles and abilities.</td>
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<td>• Clearly anticipates and addresses the wide range of learning styles and abilities that may be present in the session.</td>
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<td>• Recognizes the need for differentiation but requires support to differentiate instruction for students with varying learning styles and abilities.</td>
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<td>• Teacher provides opportunities for student choice in demonstrating mastery of learning goals.</td>
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<tr>
<td>Provides immediate and specific feedback to students</td>
<td>• Provides timely, deliberate, and consistent feedback during guided practice, discussion and major activities.</td>
<td>• Provides timely and consistent feedback.</td>
<td>• Provides feedback at the end of the session.</td>
<td>• Provides inadequate or no feedback: feedback provided is not provided in a timely manner.</td>
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<td>• Students use feedback in their learning to improve their performance.</td>
<td>• Students are clear on what areas need improvement for the next assigned task.</td>
<td>• Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.</td>
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**Dimension 4: Assessment for Resource Teachers**

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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| Analyzes and applies data from multiple measures to diagnose students’ learning needs, inform instruction, and monitor progress. | • Consciously plans and uses data results from multiple formative and summative assessments to make decisions regarding  
  • Professional development needs  
  • Student achievement trends in similar schools or feeder patterns  
  • Students’ progress in relation to learning standards  
  • Seeks opportunities to evaluate assessment data on overall district or school data and by subgroups.  
  • Progress monitoring data is regularly used to provide specific feedback to individual schools or appropriate stakeholders.  
  • Develops differentiated strategies for targeted improvement of subgroups based on assessment data at the school level. | • Uses data results from multiple formative and summative assessments strategically to set and adjust professional development goals based on district needs.  
  • All assessment criteria and standards are clearly defined when analyzing data with stakeholders.  
  • Gathers data from various sources and uses data to design sessions for targeted students.  
  • Develops differentiated strategies for improving subgroup student achievement based on assessment data at the district level. | • Gathers data results from formative and summative assessments, but does not rely on data when determining district needs.  
  • Assessment criteria and standards have been developed, but may not be clearly defined for stakeholders.  
  • Use of formative assessment data is rudimentary, assessing some instructional outcomes.  
  • Little intervention or differentiation is evident. | • Pays little or no regard to assessment data.  
  • No criteria or standards for assessment are evident.  
  • Teacher does not incorporate assessment data to target students or in session development.  
  • Assessment measures are not used to diagnose student learning or to develop interventions to improve instruction. |
| Designs and uses formative and summative assessments that lead to mastery | • Formative and summative assessments are developed as a part of session design prior to instruction.  
  • Performance results are used to build a shared understanding with students of what they should know and be able to do as a result of instruction.  
  • Formative assessment tasks are embedded within the session and/or require a performance component for students to demonstrate what they know and are able to do.  
  • The teacher evaluates the results from the formative assessment and uses that information to re-teach or improve future sessions. | • Some formative assessments are used to measure achievement in both content and higher-level thinking.  
  • Summative assessments are given at the end of sessions and provide varied options for students to demonstrate what they know and are able to do.  
  • Results of the assessments are the basis for instructional planning and used to evaluate overall student progress toward meeting the learning goals. | • Formative and summative assessments are developed but may not measure beyond understanding of content or may not use the tools to help students understand individual achievement.  
  • Assessments after instruction are not used for instructional planning but evaluate student progress toward meeting learning goals.  
  • Some summative assessment content material is considered prior to instructional lesson and unit design. | • No formative assessment is given.  
  • A single type of assessment is used that may or may not be aligned with the learning goals and is used only to justify student credit.  
  • Sessions are designed prior to assessments being administered. |
### Dimension 4: Assessment for Resource Teachers

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| **Modifies teacher made assessments to accommodate diversity** | • Efficiently and appropriately differentiates assessments by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities.  
• Students are aware of their learning styles and given choices to demonstrate their learning. | • Appropriately differentiates assessments to address the unique learning differences of students that have a wide range of learning styles and abilities.  
• Provides a variety of assessments to meet the needs of students.  
• Students may have choices in their assessments. | • Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities. | • Assessments are "one size fits all.”                                                                                                                                 |
| **Communicates assessment data to students and parents** | • Responds promptly to requests for data from district or school leaders.  
• Teacher is proactive in creating and maintaining frequent and effective two-way communication with schools and individual students.  
• Seeks opportunities to assist schools in making decisions based on assessment data. | • Creates and maintains effective communication with all stakeholders regarding assessment data.  
• Teacher has designed a system for documenting and reporting student learning and credit. This is shared with schools and individual students in advance.  
• Teachers lead conferences or sessions with school groups to share assessment data with stakeholders. | • Communicates assessment data to schools or stakeholders at the end of the school year.  
• Teacher does not consistently communicate learning credits with individual students or schools in a timely fashion.  
• Discusses data-based decisions only when required. | • Has little or no communication with stakeholders regarding assessment data.  
• Students and schools do not know the value of learning credits until they appear on official transcripts.  
• Does not use assessment data in making decisions. |
**Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers**

*Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.*

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<td>Demonstrates punctuality, attendance, and timely completion of records and reports</td>
<td>Complies fully with all district or department rules, policies and procedures regarding punctuality and attendance.</td>
<td>Complies with district or department rules, policies and procedures.</td>
<td>Inconsistently complies with district or department rules, policies and procedures.</td>
<td>Does not comply with district or department rules, policies and procedures.</td>
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<td>Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics</td>
<td>Fully understands, abides by and supports the legal and professional responsibilities pertaining to education.</td>
<td>Understands and abides by the legal and professional responsibilities pertaining to education.</td>
<td>Demonstrates a limited understanding through inconsistent behaviors.</td>
<td>Disregards or has no awareness of legal and professional responsibilities pertaining to education.</td>
</tr>
<tr>
<td>Demonstrates professionalism</td>
<td>Displays conduct based on the highest professional standards.</td>
<td>Deals with students, parents and/or colleagues with honesty and integrity.</td>
<td>Uses poor judgment when dealing with students, parents and/or colleagues.</td>
<td>Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.</td>
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**IPAS Appendix: 63**

**Our Mission is to Serve Every Student with Excellence as the Standard**

**BPS Instructional Personnel Performance Appraisal System**

2011-2014
**Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers**

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| Initiates professional communication with appropriate stakeholders | • Promotes a two way partnership between district and community.  
• Maintains regular communication between district and community members regarding the instructional programs and the progress of individual schools.  
• Efforts to connect district and community stakeholders to the instructional program are frequent and successful.  
• These may include, but are not limited to, newsletters, student events, Board updates, information sessions, websites, electronic communication, and phone calls.  
• Schools understand what they are expected to know and be able to do. | • Provides regular information about the instructional program.  
• Is available as needed to respond to stakeholder concerns.  
• Efforts to connect district and community stakeholders are successful. | • Participates in district’s activities for stakeholder communication but offers limited information regarding the instructional program.  
• Stakeholders’ concerns are only partially addressed with little or no follow up.  
• Makes minimal attempts to connect stakeholders to the instructional program. | • Provides little or no information about the instructional program.  
• Does not respond or responds inappropriately to stakeholder concerns.  
• Makes no attempt to connect stakeholders to the instructional program. |
| Applies technology to organize and communicate assessment information | • Uses technology to organize, monitor, and communicate district and school assessment information to appropriate stakeholders.  
• Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools. | • Uses technology to communicate district and school assessment information to appropriate stakeholders in a timely manner. | • Struggles to use technology to communicate district and school assessment information to appropriate stakeholders in a timely manner. | • Does not use technology to communicate district and school assessment information to appropriate stakeholders. |
## Dimension 6: Relationship with Students for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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| Demonstrates Knowledge of Students           | • Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge by using interest surveys, invitational relationship-building activities, and equitable procedures.  
  • Teacher displays understanding of individual students’ skill, knowledge, and language proficiency and has a strategy for maintaining such information.  
  • Teacher responds to special learning or medical needs shared by students.  
  • Teacher displays extensive understanding of how students learn and applies this knowledge to develop a positive relationship with individual students. | • Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.  
  • Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.  
  • Teacher responds to special learning or medical needs shared by students.  
  • Teacher’s knowledge of how students learn is accurate and current.  
  • Teacher applies this knowledge in a positive relationship to the large group as a whole and to smaller groups of students. | • Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only to the group as a whole.  
  • Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the group as a whole.  
  • Teacher responds inconsistently to special learning or medical needs shared by students.  
  • Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.  
  • Students appear to lack a positive relationship with the teacher. | • Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.  
  • Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.  
  • Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important to a positive relationship.  
  • Teacher does not seek information about how students learn and appears to lack positive relationships with them. |
| Builds Relationships through Instructional Interactions | • Teacher allows and encourages all students to be part of session discussions and interactions.  
  • Teacher brings student interests into the content. | • Teacher allows and encourages most students to be part of session discussions and interactions.  
  • Teacher brings some student interests into the content. | • Teacher allows some students to be involved in session discussions and interactions.  
  • There is little evidence of the teacher’s bringing student interests into the content.  
  • Teacher does not differentiate content, process, and/or assessment.  
  • Teacher provides little or no feedback on the students’ efforts.  
  • Teacher does not provide feedback to individual students.  
  • Teacher does not convey high expectations to the group. | • Teacher does not engage students in class discussions and interactions.  
  • Awareness of student interests is not evident in content delivery. |
### Dimension 6: Relationship with Students for Resource Teachers

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| Creates a Positive Environment of Respect and Rapport | - Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.  
- Students appear to trust the teacher with sensitive information.  
- Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting peers respectfully when needed. | - Teacher interactions with students reflect the same amount of respect given to and expected from every student.  
- Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the experience and cultures of the students. | - Teacher –student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures.  
- Students exhibit only minimal respect for the teacher.  
- Students are disrespectful to one another. | - Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate.  
- Students exhibit disrespect for the teacher.  
- Student interactions are characterized by conflict, sarcasm, or put-downs. |
# Dimension 7: Relationship with Parents and Community: Building Relationships with Parents for Resource Teachers

*Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.*

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| **Establish contact with parents early in the school year** | - Use of multiple methods to reach out and welcome stakeholders within the first part of the school year.  
- Elicits feedback from stakeholders about district programs. | - Welcome stakeholders with a contact early in the school year (phone calls, welcome letter, orientation session). | - Attempts to contact stakeholders early in the school year, but may not have a consistent plan and/or needs guidance to do so effectively. | - Makes no effort to contact stakeholders early in the school year. |
| **Establish a relationship of mutual trust and respect with parents** | - Consistently considers background and cultural diversity when working with stakeholders.  
- Demonstrates sensitivity, respect, and understanding of diverse community to build positive relationships with all stakeholders. | - Demonstrates awareness of background and cultural diversity.  
- Demonstrates sensitivity, respect, and understanding of diverse community to build a positive relationship. | - Lacks awareness of cultural diversity of stakeholders.  
- Needs guidance to learn effective strategies for building positive relationships with stakeholders.  
- Does not establish a relationship of trust and mutual respect with stakeholders. | - Does not maintain a community-friendly learning environment.  
- Does not consistently reach out to invite stakeholders to collaborate and participate in learning in innovative ways. |
| **Maintain a family friendly learning environment** | - Consistently reaches out to invite stakeholders to collaborate and participate in learning in innovative ways. | - Maintains a community-friendly environment that encourages engagement (Inviting climate, opportunities to participate in district initiatives, and encourage collaboration with stakeholders). | - Attempts to maintain a community-friendly environment that encourages engagement, but needs guidance to do so effectively. | - Does not maintain a community-friendly environment that encourages engagement. |
| **Maintains two-way communication with parents** | - Multiple methods of two-way communication are used regularly to maintain communication with all stakeholders. (See examples in proficient).  
- Consistently implements strategies to maximize participation of all stakeholders in dialogue about district initiatives or programs.  
- Student-led conferences are evident when appropriate. | - Two-way communication is used to keep stakeholders informed (agendas, meetings, e-mail, phone calls, memos, workshops, district calendar, web sites, brochures).  
- Implements strategies to maximize stakeholder participation in dialogue about district initiatives or programs. | - Inconsistent in communication with stakeholders.  
- May need strategies to implement two-way communication.  
- Minimal effort to encourage stakeholder participation in dialogue about initiatives or programs.  
- Does not implement multiple efforts to reach stakeholders and may only reach out to communicate when there is a problem. | - Does not maintain communication with stakeholders.  
- Makes no effort to encourage stakeholder participation. |
| **Responsive to parent needs** | - Consistently accessible to stakeholders, actively listens to concerns, immediately addresses issues, elicits feedback regularly, and engages in open dialogue. | - Accessible to stakeholders, listens to concerns, addresses issues in a timely manner and engages in open dialogue. | - Limited accessibility to stakeholders and does not consistently respond to stakeholders in a timely manner. | - Not accessible to stakeholders.  
- Not responsive to stakeholder concerns. |
**Dimension 7: Relationship with Parents and Community: Engaging Parents in Learning for Resource Teachers**

**Note:** While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

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<td>Promotes parent understanding of academic standards and expectations</td>
<td>• Seeks opportunities to individualize information regarding academic standards and/or expectations using language that educators and non-educators can understand.</td>
<td>• Provides stakeholders with information about academic standards and expectations in a format that educators and non-educators can understand (handouts, websites, phone calls, presentations).</td>
<td>• Limited information provided to stakeholders about academic standards and expectations. • May need assistance in providing it in a format that stakeholders can understand.</td>
<td>• Does not provide stakeholders with information about academic standards and expectations.</td>
</tr>
<tr>
<td>Reports to parents about student performance and academic progress</td>
<td>• Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance.</td>
<td>• Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance.</td>
<td>• Limited information shared with stakeholders on student progress at the district or school level. • Does not provide an accurate picture of student performance in a timely manner.</td>
<td>• Does not provide stakeholders with information about students’ performance and academic progress.</td>
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<tr>
<td>Provides opportunities to assist with student learning at home</td>
<td>• Consistently provides all stakeholders with multiple strategies and opportunities to assist with student learning (See examples for proficient). • Offers individualized support.</td>
<td>• Provides strategies and opportunities for stakeholders to assist with student learning at home or in the community (workshops, meetings, suggestions for home activities, access to resources).</td>
<td>• Provides limited strategies and opportunities for stakeholders to assist with student learning.</td>
<td>• Does not provide or promote opportunities for stakeholders to assist with student learning at home or in the community.</td>
</tr>
<tr>
<td>Provides information about school and community resources to parents</td>
<td>• Consistently provides district and community event information in newsletters, email, memos, press releases, website updates, or district calendars about available resources. • Consistently provides information to stakeholders about community events and resources.</td>
<td>• Provides district and community event information in newsletters, email, memos, press releases, website updates, or district calendars about available resources. • Provides timely information to stakeholders about community events and resources.</td>
<td>• Limited information is provided to stakeholders in newsletters, email, or other formats about available resources. • Limited information is provided to stakeholders about community events and resources.</td>
<td>• Does not provide information to stakeholders in newsletters, email, or other formats about available resources. • Does not provide information to stakeholders about community events and resources.</td>
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<tr>
<td>Provides meaningful connections with learning and community</td>
<td>• Consistently integrates everyday activities to real-life situations. • Consistently integrates community service opportunities with enhanced learning.</td>
<td>• Integrates everyday activities to real-life situations. • Integrates community service opportunities with learning.</td>
<td>• Limited integration of everyday activities to real-life situations. • Limited integration of community service opportunities with learning.</td>
<td>• Does not integrate everyday activities to real-life situations. • Does not integrate community service opportunities with learning.</td>
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BPS Instructional Personnel Evaluation Instrument

Resource Teachers

A. Quality of Instruction *(Must be completed for all certificated employees)*:

**Instructional Design and Lesson Planning**

1. Sets instructional outcomes and aligns instruction with state-adopted standards.
2. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons.
3. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments.
4. Requires students to understand and demonstrate skills and competencies.

**Learning Environment**

1. Creates and maintains a safe and organized learning environment.
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.
3. Allocates and manages time, space, resources.
4. Manages student conduct.
5. Conveys high expectations, respects students' cultural backgrounds and accommodates diverse needs of students.
6. Models and teaches clear, acceptable communication skills.
7. Maintains a climate of inquiry.
8. Integrates appropriate technologies.
### Instructional Delivery and Facilitation

1. Utilizes knowledge of the subject to enrich students’ understanding, identifies gaps in students’ learning, and modifies instruction to respond to student misconceptions.
2. Employs higher order questions.
3. Applies varied instructional strategies and resources.
4. Delivers engaging, challenging and relevant lessons.
5. Differentiates instruction.
6. Provides immediate and specific feedback to students.

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<td>Administrator Comments:</td>
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</tr>
</tbody>
</table>

### Assessment

1. Analyzes and applies data from multiple measures to diagnose students’ learning needs, inform instruction, and monitor progress.
2. Designs and uses formative and summative assessments that lead to mastery.
3. Modifies teacher made assessments to accommodate diversity.
4. Communicates assessment data to students and parents.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
</tr>
<tr>
<td>Teacher Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Responsibility and Ethical Conduct

1. Demonstrates punctuality, attendance, and timely completion of records and reports.
2. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics.
3. Demonstrates professionalism.
4. Initiates professional communication with appropriate stakeholders.
5. Applies technology to organize and communicate assessment information.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
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<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
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<td>SELF</td>
<td>ADMIN</td>
</tr>
<tr>
<td>Teacher Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Quality of Instruction (Must be completed for all certificated employees):**
### Relationships with Students

1. Displays knowledge and understanding of how students learn and applies knowledge to building positive relationships with students.
2. Builds relationships through instructional interactions.
3. Creates a positive environment of respect and rapport.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
</tr>
</tbody>
</table>

Teacher Comments:

Administrator Comments:

### Relationships with Parents and Community

1. Establishes early contact with parents.
2. Establishes a relationship of mutual trust and respect with parents.
4. Maintains two-way communication with parents.
5. Responsive to parent needs.
6. Promotes parent understanding of academic standards and expectations.
7. Reports to parents about student performance and progress.
8. Provides opportunities to assist student learning at home.
9. Provides information about school and community resources to parents.
10. Provides meaningful connections with learning and the community.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
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<td>ADMIN</td>
<td>SELF</td>
<td>ADMIN</td>
<td>SELF</td>
</tr>
</tbody>
</table>

Teacher Comments:

Administrator Comments:

### A. Formative Scoring by Administrator:

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Observations Points</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
Principal Comments:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Signature of Principal  (Blue Ink Only) / ___________________________ Date

Teacher Comments (Optional):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

My signature indicates that this evaluation has been discussed with me:

_____________________________________________________________________

Signature of Employee  (Blue Ink Only) / ___________________________ Date

_____________________________________________________________________

Signature of Principal/Administrative Supervisor  (Required)  (Blue Ink Only) / ___________________________ Date

_____________________________________________________________________

Signature of Assistant Principal  (Required)  (Blue Ink Only) / ___________________________ Date
## Evaluation Summary Calculation Form
### Resource Teachers

### Formative Evaluation Observation Component

<table>
<thead>
<tr>
<th>Component 1: Description</th>
<th>Pts Possible</th>
<th>Self Score</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Quality of Instruction (Dimensions 1 – 4)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Instructional Design &amp; Lesson Planning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning Environment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructional Delivery &amp; Facilitation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Professional Responsibility, Conduct and Relationships (Dimensions 5 – 7)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Professional Responsibility and Ethical Conduct</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relationships with Students</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Relationships with Parents and Community</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Component 1: Cumulative Total (Sections A + B)</strong></td>
<td></td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

### Component 2: Description

| A. Professional Growth Plan (PGP) Development | | | |
| B. Professional Growth Plan (PGP) Implementation | | | |
| C. Collaboration and Mutual Accountability | | | |

| Component 2: Cumulative Total (Sections A + B + C) | | 26 | |

**FORMATIVE EVALUATION TOTAL (Components 1 & 2)**

47

---

Admin Score: ___________________ / ____________
Employee’s Signature: ___________________ / ____________
Date: ____________

Administrator’s Signature: ___________________ / ____________
Date: ____________

IPPAS Appendix: 73

Our Mission is to Serve Every Student with Excellence as the Standard!
### Student Performance/Growth Measures

<table>
<thead>
<tr>
<th>Component 3: Description</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Achievement Results</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>1a. Value Added</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Collaborative Team</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Component 3: Cumulative Total (Sections 1 + 2)**

<table>
<thead>
<tr>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

### Alignment Component and Final Calculation

<table>
<thead>
<tr>
<th>Final Calculation</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Total (Components 1 &amp; 2)</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Student Performance Total</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Alignment Total (see rubric)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMATIVE INSTRUCTIONAL PERFORMANCE APPRAISAL SYSTEM FINAL SCORE**

100

- [ ] Highly Effective
- [ ] Effective
- [ ] Needs to improve
- [ ] Unsatisfactory

---

**Employee’s Signature**: __________________________  **Date**: __________________________

**Administrator’s Signature**: __________________________  **Date**: __________________________
### Dimension 1: Instruction/Intervention Planning and Design for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.</strong></td>
<td>• Provides a leadership role by training others and facilitating team members’ ability to identify, problem solve, and plan academic and behavioral interventions.</td>
<td>• Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be effective independently</td>
<td>• Does not work with team to identify, problem solve, and plan academic and behavioral interventions.</td>
</tr>
<tr>
<td><strong>Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.</strong></td>
<td>• Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.</td>
<td>• Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be effective independently.</td>
<td>• Instruction and interventions are not aligned with school improvement priorities and other mandates.</td>
</tr>
<tr>
<td><strong>Applies evidence-based research and best practices to improve instruction/interventions.</strong></td>
<td>• Applies evidenced-based best practices when developing and planning instruction and interventions across all levels (individual, targeted group, school, systems).</td>
<td>• Applies evidence-based and best practices when developing and planning instruction and intervention.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be effective independently.</td>
<td>• Fails to apply or poorly applies evidence-based and best practices when developing and planning instruction and intervention.</td>
</tr>
<tr>
<td><strong>Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.</strong></td>
<td>• Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.</td>
<td>• Develops a support plan that reflects the goals of student/client systems and supports the goal.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be effective independently.</td>
<td>• Support plans are ineffectively developed.</td>
</tr>
</tbody>
</table>
### Dimension 2: Learning Environment for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.</td>
<td>• Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.</td>
<td>• Requires practice/skill related to intervention to be independently effective.</td>
<td>• Does not interact with school personnel to promote and implement school-wide positive behavior supports.</td>
<td>• Does not interact with school personnel to promote and implement school-wide positive behavior supports.</td>
</tr>
<tr>
<td>Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience ownership).</td>
<td>• Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Poorly demonstrates the practice/skill required</td>
<td>• Poorly demonstrates the practice/skill required</td>
</tr>
<tr>
<td>Promotes safe school environments.</td>
<td>• Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not consult with school personnel to support and/or increase student engagement.</td>
<td>• Does not consult with school personnel to support and/or increase student engagement.</td>
</tr>
<tr>
<td>Integrates relevant cultural issues and contexts that impact family–school partnerships.</td>
<td>• Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Fails to demonstrate or ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff</td>
<td>• Fails to demonstrate or ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff</td>
</tr>
<tr>
<td>Integrates appropriate technology</td>
<td>• Applies technology to organize, monitor, and communicate student assessment information to appropriate stakeholders.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not or ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.</td>
<td>• Does not or ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.</td>
</tr>
<tr>
<td>Promotes a continuum of crisis intervention services</td>
<td>• Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not use technology to communicate student assessment data.</td>
<td>• Does not use technology to communicate student assessment data.</td>
</tr>
<tr>
<td></td>
<td>• Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not effectively demonstrate skills related to intervention services.</td>
<td>• Does not effectively demonstrate skills related to intervention services.</td>
</tr>
</tbody>
</table>
## Dimension 2: Learning Environment for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates and manages time, space, and resources</td>
<td>• Arranges physical resources to assure accessibility to all parents and students</td>
<td>• Use of physical resources and space contribute to student success.</td>
<td>• Use of physical space limits accessibility to parents and students.</td>
<td>• Poor use of physical space and resources.</td>
</tr>
<tr>
<td>Models clear, acceptable communication skills</td>
<td>• Spoken and written language conforms to standard English and contains well-chosen vocabulary.</td>
<td>• Spoken and written language conforms to standard English.</td>
<td>• Spoken and written language is not always clear and understood.</td>
<td>• Poor use of standard English.</td>
</tr>
<tr>
<td>Directions, procedures, and feedback are clear to all stakeholders</td>
<td>• Directions, procedures, and feedback are clear to all stakeholders.</td>
<td>• Directions, procedures, and feedback are clear to most stakeholders.</td>
<td>• Directions, procedures, and feedback are clarified to stakeholders after initial confusion</td>
<td>• Directions and procedures are confusing.</td>
</tr>
</tbody>
</table>
## Dimension 3: Instruction/Intervention Delivery and Facilitation for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.</td>
<td>• Facilitates the development of services at the school/district level by planning and implementing interventions that address systemic issues/concerns.</td>
<td>• Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not contribute to the development and implementation of services at the school level. • Ineffectively demonstrates the practice/skill required.</td>
</tr>
<tr>
<td>Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.</td>
<td>• Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.</td>
<td>• Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not consult/collaborate. • Demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.</td>
</tr>
<tr>
<td>Implements evidence-based practices within a multi-tiered framework.</td>
<td>• Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.</td>
<td>• Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not incorporate. • Ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.</td>
</tr>
<tr>
<td>Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.</td>
<td>• Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.</td>
<td>• Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not identify barriers to learning or connect students with resources that support positive outcomes/goals. • Ineffectively demonstrates the practice/skill required.</td>
</tr>
<tr>
<td>Promotes student outcomes related to career and college readiness.</td>
<td>• Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.</td>
<td>• Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.</td>
</tr>
<tr>
<td>Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</td>
<td>• Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.</td>
<td>• Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.</td>
</tr>
</tbody>
</table>
## Dimension 4: Assessments for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| Collects and uses data to develop and implement interventions within a problem-solving framework. | • Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. | • Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. | • Practice is emerging but requires supervision, support, and/or training to be effective independently. | • Does not collect or use data to inform interventions within a problem-solving framework  
• Ineffectively demonstrates the practice/skill required |
| Analyzes multiple sources of qualitative and quantitative data to inform decision making. | • Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. | • Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. | • Practice is emerging but requires supervision, support, and/or training to be effective independently. | • Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions  
• Ineffectively demonstrates the practice/skill required |
| Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement. | • Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes. | • Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data. | • Practice is emerging but requires supervision, support, and/or training to be effective independently. | • Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention  
• Ineffectively demonstrates the practice skill required |
| Shares student performance data in a relevant and understandable way with students, parents, and administrators. | • Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs. | • Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. | • Practice is emerging but requires supervision, support, and/or training to be effective independently. | • Does not provide feedback on student performance and other assessment data  
• Does not present data in a way that is understandable and relevant  
• Ineffectively demonstrates the practice/skill required |
### Dimension 5: Professional Learning, Responsibility, and Ethical Practice for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.</td>
<td>• Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.</td>
<td>• Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not develop a personal professional growth plan with goals related to performance evaluation outcomes. Shows ineffective effort in this practice/skill.</td>
</tr>
<tr>
<td>Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).</td>
<td>• Facilitates professional learning communities’ review of practices and response to feedback from supervisor and/or colleagues.</td>
<td>• Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not participate in professional development opportunities. Demonstrates poor acceptance and/or use of constructive feedback to enhance skills.</td>
</tr>
<tr>
<td>Implements knowledge and skills learned in professional development activities.</td>
<td>• Integrates acquired knowledge and training into practice for professional community.</td>
<td>• Integrates and applies acquired knowledge and training into professional practice.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.</td>
</tr>
<tr>
<td>Demonstrates effective recordkeeping and communication skills.</td>
<td>• Supports record/data management system impact on practice and facilitates active listening among professional learning community members.</td>
<td>• Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not or ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.</td>
</tr>
<tr>
<td>Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards</td>
<td>• Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.</td>
<td>• Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.</td>
<td>• Practice is emerging but requires supervision, support, and/or training to be independently effective.</td>
<td>• Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.</td>
</tr>
</tbody>
</table>
## Dimension 6: Relationship with Students for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| **Demonstrates Knowledge of Students**        | • Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge by using interest surveys, invitational relationship-building activities, and equitable procedures.  
• Teacher displays understanding of individual students’ skill, knowledge, and language proficiency and has a strategy for maintaining such information.  
• Teacher responds to special learning or medical needs shared by students.  
• Teacher displays extensive understanding of how students learn and applies this knowledge to develop a positive relationship with individual students. | • Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.  
• Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for groups of students.  
• Teacher responds to special learning or medical needs shared by students.  
• Teacher’s knowledge of how students learn is accurate and current.  
• Teacher applies this knowledge in a positive relationship to the large group as a whole and to smaller groups of students. | • Teacher recognizes the value of understanding students’ interests and cultural heritage but displays this knowledge only to the group as a whole.  
• Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the group as a whole.  
• Teacher responds inconsistently to special learning or medical needs shared by students.  
• Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.  
• Students appear to lack a positive relationship with the teacher. | • Teacher displays little or no knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.  
• Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.  
• Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important to a positive relationship.  
• Teacher does not seek information about how students learn and appears to lack positive relationships with them. |
| **Builds Relationships through Positive Interactions** | • Teacher allows and encourages all students to be part of session discussions and interactions.  
• Teacher brings student interests into the content. | • Teacher allows and encourages most students to be part of session discussions and interactions.  
• Teacher brings some student interests into the content. | • Teacher allows some students to be involved in session discussions and interactions.  
There is little evidence of the teacher’s bringing student interests into the content.  
• Teacher does not differentiate content, process, and/or assessment.  
• Teacher provides little or no feedback on the students’ efforts.  
• Teacher does not provide feedback to individual students.  
• Teacher does not convey high expectations to the group. | • Teacher does not engage students in class discussions and interactions.  
• Awareness of student interests is not evident in content delivery. |
### Dimension 6: Relationship with Students for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| Creates a Positive Environment of Respect and Rapport  | • Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.  
• Students appear to trust the teacher with sensitive information.  
• Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting peers respectfully when needed. | • Teacher interactions with students reflect the same amount of respect given to and expected from every student.  
• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the experience and cultures of the students. | • Teacher–student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures.  
• Students exhibit only minimal respect for the teacher.  
• Students are disrespectful to one another. | • Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate.  
• Students exhibit disrespect for the teacher.  
• Student interactions are characterized by conflict, sarcasm, or put-downs. |
### Dimension 7: Parents and Community: Engaging Parents in Learning for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2 pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish contact with parents early in the school year</td>
<td>• Use of multiple methods to reach out and welcome stakeholders within the first part of the school year. &lt;br&gt; • Elicits feedback from stakeholders about district programs.</td>
<td>• Welcome stakeholders with a contact early in the school year (phone calls, welcome letter, orientation session).</td>
<td>• Attempts to contact stakeholders early in the school year, but may not have a consistent plan and/or needs guidance to do so effectively.</td>
<td>• Makes no effort to contact stakeholders early in the school year.</td>
</tr>
<tr>
<td>Establish a relationship of mutual trust and respect with parents</td>
<td>• Consistently considers background and cultural diversity when working with stakeholders. &lt;br&gt; • Demonstrates sensitivity, respect, and understanding of diverse community to build positive relationships with all stakeholders.</td>
<td>• Demonstrates awareness of background and cultural diversity. &lt;br&gt; • Demonstrates sensitivity, respect, and understanding of diverse community to build a positive relationship.</td>
<td>• Lacks awareness of cultural diversity of stakeholders. &lt;br&gt; • Needs guidance to learn effective strategies for building positive relationships with stakeholders. &lt;br&gt; • Does not establish a relationship of trust and mutual respect with stakeholders.</td>
<td>• Does not maintain a community-friendly learning environment. &lt;br&gt; • Does not consistently reach out to invite stakeholders to collaborate and participate in learning in innovative ways.</td>
</tr>
<tr>
<td>Maintain a family friendly learning environment</td>
<td>• Consistently reaches out to invite stakeholders to collaborate and participate in learning in innovative ways.</td>
<td>• Maintains a community-friendly environment that encourages engagement (Inviting climate, opportunities to participate in district initiatives, and encourage collaboration with stakeholders).</td>
<td>• Attempts to maintain a community-friendly environment that encourages engagement, but needs guidance to do so effectively.</td>
<td>• Does not maintain a community-friendly environment that encourages engagement.</td>
</tr>
<tr>
<td>Maintains two-way communication with parents</td>
<td>• Multiple methods of two-way communication are used regularly to maintain communication with all stakeholders. (See examples in proficient). &lt;br&gt; • Consistently implements strategies to maximize participation of all stakeholders in dialogue about district initiatives or programs. &lt;br&gt; • Student-led conferences are evident when appropriate.</td>
<td>• Two-way communication is used to keep stakeholders informed (agendas, meetings, e-mail, phone calls, memos, workshops, district calendar, web sites, brochures). &lt;br&gt; • Implements strategies to maximize stakeholder participation in dialogue about district initiatives or programs.</td>
<td>• Inconsistent in communication with stakeholders. &lt;br&gt; • May need strategies to implement two-way communication. &lt;br&gt; • Minimal effort to encourage stakeholder participation in dialogue about initiatives or programs. &lt;br&gt; • Does not implement multiple efforts to reach stakeholders and may only reach out to communicate when there is a problem.</td>
<td>• Does not maintain communication with stakeholders. &lt;br&gt; • Makes no effort to encourage stakeholder participation.</td>
</tr>
<tr>
<td>Responsive to parent needs</td>
<td>• Consistently accessible to stakeholders, actively listens to concerns, immediately addresses issues, elicits feedback regularly, and engages in open dialogue.</td>
<td>• Accessible to stakeholders, listens to concerns, addresses issues in a timely manner and engages in open dialogue.</td>
<td>• Limited accessibility to stakeholders and does not consistently respond to stakeholders in a timely manner.</td>
<td>• Not accessible to stakeholders. &lt;br&gt; • Not responsive to stakeholder concerns.</td>
</tr>
<tr>
<td>Promotes parent understanding of academic standards and expectations</td>
<td>• Seeks opportunities to individualize information regarding academic standards and/or expectations using language that educators and non-educators can understand.</td>
<td>• Provides stakeholders with information about academic standards and expectations in a format that educators and non-educators can understand (handouts, websites, phone calls, presentations).</td>
<td>• Limited information provided to stakeholders about academic standards and expectations. &lt;br&gt; • May need assistance in providing it in a format that stakeholders can understand.</td>
<td>• Does not provide stakeholders with information about academic standards and expectations.</td>
</tr>
</tbody>
</table>
## Dimension 7: Parents and Community: Engaging Parents in Learning for Non-Classroom Teachers

<table>
<thead>
<tr>
<th>Elements</th>
<th>Highly Effective (3 pts)</th>
<th>Effective (2pts)</th>
<th>Needs to Improve (1 pt)</th>
<th>Unsatisfactory (0 pts)</th>
</tr>
</thead>
</table>
| Reports to parents about student performance and academic progress       | • Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance. | • Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance. | • Limited information shared with stakeholders on student progress at the district or school level.  
• Does not provide an accurate picture of student performance in a timely manner. | • Does not provide stakeholders with information about students’ performance and academic progress. |
| Provides opportunities to assist with student learning at home            | • Teacher allows and encourages all students to be part of session discussions and interactions. 
• Teacher brings student interests into the content.                        | • Teacher allows and encourages most students to be part of session discussions and interactions. 
• Teacher brings some student interests into the content.                   | • Teacher allows some students to be involved in session discussions and interactions. 
• There is little evidence of the teacher’s bringing student interests into the content. 
• Teacher does not differentiate content, process, and/or assessment. 
• Teacher provides little or no feedback on the students’ efforts. 
• Teacher does not provide feedback to individual students. 
• Teacher does not convey high expectations to the group.                    | • Teacher does not engage students in class discussions and interactions. 
• Awareness of student interests is not evident in content delivery.         |
### BPS Instructional Personnel Evaluation Instrument Non-Classroom Teachers

**Name**

- Last: __________
- First: __________
- MI: __________

**School/Dept Name**

- __________

**School Year**

- __________

**School/Dept #**

- __________

**Contract Status:**

- INTERIM [ ]
- ANNUAL [ ]

**Principal/Dept Head**

- __________

**Assignment**

- __________

**New Hire**

- New Hire [ ]
- AC [ ]
- CC/PSC [ ]

---

### A. Quality of Instruction (Must be completed for all certificated employees):

#### Instruction/Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and strategies.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.

#### Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. collaborates with school personnel and students to foster student engagement(e.g., involvement, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.
5. Integrates appropriate technology.
6. Promotes a continuum of crisis intervention services.
7. Allocates and manages time, space, and resources.
8. Models clear, acceptable communication skills.
9. Directions, procedures, and feedback are clear to all stakeholders.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>3</strong> SELF</td>
<td><strong>2</strong> SELF</td>
<td><strong>1</strong> SELF</td>
<td><strong>0</strong> SELF</td>
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</tr>
<tr>
<td><strong>3</strong> ADMIN</td>
<td><strong>2</strong> ADMIN</td>
<td><strong>1</strong> ADMIN</td>
<td><strong>0</strong> ADMIN</td>
<td></td>
</tr>
</tbody>
</table>

---

**Teacher Comments:**

**Administrator Comments:**

---

**Teacher Comments:**

**Administrator Comments:**

---

**IPPAS Appendix: 86**
Instruction/Intervention Delivery and Facilitation

1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.
2. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Assessment

Data-Based Decision-Making and Evaluation of Practices

1. Collects and uses data to develop and implement interventions within a problem-solving framework.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and teachers and administrators.
B. Quality of Instruction *(Must be completed for all certificated employees)*

**Professional Responsibility and Ethical Conduct**

1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and address area of need on the evaluation.
2. Engages in targeted professional growth opportunities and reflective practice (e.g., professional learning communities (PLC)).
3. Implements knowledge and skills learned in professional development activities.
4. Demonstrates knowledge and skills learned in professional development activities.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Professional Support Needed</th>
<th>Unsatisfactory</th>
</tr>
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<tbody>
<tr>
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<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**

**Relationships with Students**

1. Demonstrates knowledge of students.
2. Builds relationships through positive interactions.
3. Creates a positive environment of respect and rapport.

<table>
<thead>
<tr>
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<th>Unsatisfactory</th>
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<tr>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
<td>SELF ADMIN</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Administrator Comments:**
Relationships with Parents and Community

1. Establishes early contact with parents.
2. Establishes a relationship of mutual trust and respect with parents.
4. Maintains two-way communication with parents.
5. Responsive to parent needs.
6. Promotes parent understanding of academic standards and expectations.
7. Reports to parents about student performance and progress.
8. Provides opportunities to assist student learning at home.
9. Provides information about school and community resources to parents.
10. Provides meaningful connections with learning and the community.

A. FORMATIVE SCORING BY ADMINISTRATOR:

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Point</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Observations Points</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
Principal Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature of Principal  (Blue Ink Only) / _______________  Date 

Teacher Comments (Optional):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

My signature indicates that this evaluation has been discussed with me:

__________________________________________________________________________

Signature of Employee  (Blue Ink Only) / _______________  Date

Signature of Principal/Administrative Supervisor  (Required)  (Blue Ink Only) / _______________  Date

Signature of Assistant Principal  (Required)  (Blue Ink Only) / _______________  Date
**Evaluation Summary Calculation Form**  
**Non-Classroom Teachers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Dept Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal/Dept Head</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School/Dept #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Status:</td>
<td>INTERIM</td>
<td>ANNUAL</td>
<td></td>
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<tr>
<td>Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hire</td>
<td>AC</td>
<td>CC/PSC</td>
<td></td>
</tr>
</tbody>
</table>

**Formative Evaluation Observation Component**

<table>
<thead>
<tr>
<th>Component 1: Description</th>
<th>Pts Possible</th>
<th>Self Score</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Quality of Instruction <em>(Dimensions 1 – 4)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Instruction/Intervention Planning and Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning Environment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instruction/Intervention Delivery &amp; Facilitation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Component 1: Cumulative Total (Sections A + B) | 21 |

**Component 2: Description**

| Component 2: Cumulative Total (Sections A + B + C) | 26 |

**FORMATIVE EVALUATION TOTAL** *(Components 1 & 2)*  
47

Employee’s Signature: ___________________________ / __________ Date: ________________

Administrator’s Signature: ___________________________ / __________ Date: ________________
### Evaluation Summary Calculation Form (continued)

#### Component 3: Description
1. Student Achievement Results
   - 1a. Value Added
   - 1b. Collaborative Team

<table>
<thead>
<tr>
<th></th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>5</td>
</tr>
</tbody>
</table>

Component 3: Cumulative Total (Sections 1 + 2)  
50

#### Alignment Component and Final Calculation

<table>
<thead>
<tr>
<th>Final Calculation</th>
<th>Pts Possible</th>
<th>Pts Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Total (Components 1 &amp; 2)</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Student Performance Total</td>
<td>50</td>
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<tr>
<td>Alignment Total (see rubric)</td>
<td>3</td>
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SUMMATIVE INSTRUCTIONAL PERFORMANCE APPRAISAL SYSTEM FINAL SCORE  
100

- Highly Effective
- Effective
- Needs to Improve
- Unsatisfactory

Employee’s Signature  /  Date  
Administrator’s Signature  /  Date

Our Mission is to Serve Every Student with Excellence as the Standard!
Instructional Personnel Appraisal System Project Team Milestones

In Spring, 2010, two project teams were established whose task was to recommend changes to the Brevard Public Schools (BPS) teacher and school-based administrator evaluation process and instrumentation. Comprised of teachers, union leadership, school-based administrators and district staff, their charge in developing such recommendations was two-fold.

The first was to learn all they could about effective evaluation practices. This they did with tremendous commitment. Beyond reviewing a significant amount of contemporary research, they attended national conferences on the topic, reviewed evaluation processes from districts in and out of Florida, and visited districts in and out of the state. Their second charge was to understand what the organization valued and believed in and look through those lenses as they began to deliberate and ultimately develop recommended evaluative strategies. It is not by accident that professional learning, shared purpose and collaboration, teacher leadership, mutual accountability, high expectations and continuous improvement, ongoing data analysis and student success are the foundations on which their ultimate recommendations were built.

We established two teams to examine separately the two components that we knew would form our evaluation system—professional practice and measured student achievement. Once each team established practices and/or processes that they felt might be valuable, they began to meet jointly. The goal was to create an evaluation process where both “sides of the house” worked in concert, supporting and informing growth and evaluation in each. The evaluation system described in this document emerged from this work.

In April 2011, the project team and superintendent took a draft plan of the system to a focus group consisting of 30 teachers and ten administrators. The teachers and principals gave verbal feedback at the meeting and then filled out an electronic comment form. After receiving the feedback, the team made minor changes to the plan. The plan was then shared with the Brevard Public Schools' leadership team consisting of 130 managers, directors, and principals. They were able to provide verbal feedback and then they were asked to comment through an electronic format.

In May 2011, the project team and superintendent took the draft plan to three sites throughout the county; one in the south area, one in the north area, and one in the central area. The team met with teachers on May 3rd, at Palm Bay High School, May 4th at Rockledge High School, and May 5th at Astronaut High School. Over 800 teachers were present as the plan was shared. They have been given the opportunity to provide feedback through the electronic comment format. The input data was received and plan changes have been made that were considered appropriate by the project team.

On Friday, May 6, 2011, the project team and superintendent provided the draft plan and the comment form to all teachers electronically to receive additional feedback.

On May 11, 2011, the new principal appraisal system was shared with principals at a leadership team meeting. The principals provided verbal feedback and were sent an electronic comment form to submit to the project team and superintendent for suggestions or changes. The draft plan was amended where appropriate.

On May 25, 2011, the project team and superintendent shared both plans with the School Board and approval was granted.

In conclusion, we have utilized an inclusive process to develop a multi-metric evaluation system that we believe in. We believe in it because it connects to those things that we value and to critical operational expectations established in our strategic plan. We look forward to beginning a new era in personnel evaluation in BPS and appreciate support from the Florida Department of Education as we use it make a difference for the 73,000 students we serve.
BIBLIOGRAPHY

Performance Appraisal Instrument, Rubric, and Process
Brevard Public Schools - March 2011


Our Mission is to Serve Every Student with Excellence as the Standard!
It is the policy of the School Board of Brevard County to offer the opportunity to all students to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A student having a grievance concerning discrimination may contact:

Dr. Brian T. Binggeli
Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent, Division of Curriculum and Instruction
Equity Coordinator

Dr. Robin Novelli
Director
Secondary Education

Ms. Dawna Bobersky
Director ESE Program Services ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699 (321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against administrators or applicants for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An employee or applicant having a grievance concerning employment may contact:

Ms. Susan Standley, Director
Office of Compensation & Benefits

Ms. Joy Salamone, Director
Human Resources Services and Labor Relations

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940
(321) 631-1911

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