

GLADES COUNTY SCHOOL DISTRICT
Amended
SECTION 6 - THE APPRAISAL SYSTEM
The EMCS, Inc. - Jerry Copeland Model

Philosophy

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth.

The Glades County Instructional Employee Performance Appraisal System has been designed to enhance quality of the organization, ensure self-esteem, promote professional development and increase student achievement. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity and legal soundness.
- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance
- Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in

establishing expectations.

- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.
- Two levels of appraisal
 - a. Documentation of generic competencies in the early stages of a position.
 - b. Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

Purpose

The purpose of the Performance Appraisal System is to promote continuous school improvement. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

- School Improvement Plans
- Organization beliefs, mission and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;
- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;
- A design model that provides for quantity, quality, cost effectiveness and

- timelines and which may be performed within an appropriate span of control;
- The concept that data should be collected from a variety of sources which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. This remains a work in progress and with encouragement should be completed in the future.

The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal.

Glades County School District

Vision

Academic Excellence

Mission Statement

The mission of the Glades County School Board, administration, teachers, and staff is to focus all students on academics, attendance, higher test scores, respect and values through positive student, parent, and community involvement.

In addition the district will provide a school environment that protects the students' health, safety, and civil rights; that is drug and threat free; and presents a friendly, caring atmosphere conducive to learning and growing.

All individuals have dignity and self-worth.

- All individuals can learn.
- Education is the key to successful living.
- Learning is a lifelong process.

Student Growth and Achievement Measures

All teachers will be included in the teacher evaluation system using the student learning growth measure as 33% of their evaluation based on only the students assigned to the teacher will be used in the calculation. Data collected on job service context categories other than student learning growth will comprise the other 67% of the teacher's evaluation as described in the approved Instructional Performance Appraisal System. Glades County School District will use the state provided Value Added Model (VAM) Approach 2 data to determine student learning growth.

1. For measuring student learning growth during the 2015-2016 school year, Florida Standards Assessment (FSA), FCAT and state EOC results for those grades and content areas currently tested will be included as the student learning growth portion of the evaluation for classroom teachers (33%). These measures will include the new assessments implemented in the state system (subject/course specific assessments).
2. For measuring student learning growth during the 2015-2016 school year, Florida Standards Assessment (FSA), FCAT Science and EOC results may be included as the student learning growth measure (33%) for classroom teachers that are not measured by state assessments. For those teachers whose students are taking the FSA and State EOC, their results will be based on their students' performance. Teachers teaching a non-state assessed course may opt to use FSA ELA and/or FSA math scores or students on their roster.
3. For measuring student learning growth during the 2015-2016 school year, FSA and state EOC results for those grades and content areas currently tested will be included as the student learning growth portion of the evaluation for classroom teachers (33%). These measures will include the new assessments implemented in the state system (subject/course specific assessments).
4. For measuring student learning growth during the 2015-2016 school year, FSA Mathematics, FSA ELA and EOC results may be included as the student learning growth measure (33%) for classroom teachers that are not measured by state assessments. For those teachers whose students are taking the FSA , their results will be based on their students' performance. Teachers teaching a non-state assessed course map opt to use FSA ELA and/or FSA math scores of students on their roster.
5. For measuring student growth beginning in the 2015-2016 school year, the state end of course exams and the Florida Standards Assessments for those grades and content areas currently tested by State End of Course Exams and Florida Standards Assessments will be included as 33% of the teacher's evaluations (student learning growth/performance portion) using the results of his/her students. The learning growth measure will be the VAM score assigned to the teacher from the appropriate

State End of Course Exam or Florida Standard Assessment Results.

6. For measuring student learning growth beginning for the 2015-2016 school year, student learning growth measure for classroom teachers that are not measured by the Florida Standard Assessment or State End of Course Exams may include district created end of course exams, district approved teacher exams or district approved local growth measures that are specific to the subject or job assignment of the teacher in the performance of the students directly assigned to them will be used as 33% of the teacher's evaluation. The Glades County Schools Evaluation Committee will meet to determine development and administration requirements of local assessments.
7. For measuring student learning growth beginning in the 2015-2016 school year, the student growth measure for classroom teachers that are not measured by the Florida Standard Assessment or State End of Course Exams, the district may use district created End of Course exams, district approved local growth measures that are specific to the subject or job assignment of the teacher and the performance of the students specifically assigned to the teacher as 33% of the student learning growth portion of the evaluation for classroom teachers with less than 3 years of historical data and 33% for those classroom teachers with 3 years of historical data. Teachers who have SPI/Student Performance Indicator Scores from prior years shall carry forward those scores as a portion of their evaluation that is an appropriate reflection of their instruction. For example, if the teacher is a year 3 teacher, the teacher shall carry forward the SPI score from the prior two years in addition to the specific rubrics (growth achievement targets) for the current year. The three years of data utilized should be divided in thirds. If a teacher is a year 2 teacher, the teacher shall carry forward the SPI score from the prior year in addition to the specific rubrics (growth/achievement targets) for the current year. The two years of data utilized should be divided in halves. If the teacher is a first year teacher, there is no SPI Carry Forward option. For first year teachers, all data used in calculations will be from the current year. If the teacher and principal believe that it is inappropriate to carry forward any SPI scores from prior years (must cite specific legitimate reasons), they may agree to utilize the current year's SPI score only for this calculation.
8. For Guidance Counselors, it is appropriate to use the School Score (Math/Reading Combined) as a portion OR all of the student performance component of their evaluation.
9. For Media Specialist, the Reading School Score shall be used as this portion of the evaluation.
10. For Reading Coaches, the Reading School Score shall be used as this portion of the evaluation.

11. The timeline for development/selection of student assessments for subjects and grade levels not tested on state-adopted assessments will be in compliance with the recommendations of the state and using guidance and technical assistance from FLDOE. The district will be in full compliance by the 2015-2016 school year.
12. Classroom teachers newly hired by the district will use reading/math progress monitoring performance data for their mid-year growth measure of students directly assigned to them as 33% of teacher’s mid-year evaluation. The roster connected students will be associated with the newly hired teacher. Those students scores will be compared with other teacher rosters in the same grade level.

Glades Assessments to be used in evaluations (PreK-12)

Grade	Assessments/Measurements Used in Teacher Evaluations
K	IReady Math & IReady Reading Data (Competitive Achievement Model)
1	IReady Math & IReady Reading Data (Competitive Achievement Model)
2	IReady Math & IReady Reading Data (Competitive Achievement Model)
3	FSA Math and FSA ELA (Competitive Achievement Model)
4	FSA Math (VAM), FSA ELA (VAM) (Growth Model Using Grade 3 Reading DSS as pre-measure)
5	FSA Math (VAM), FSA ELA (VAM), and FCAT Science (Growth Model Using Grade 4 Reading DSS as pre-measure)
6	FSA Math (VAM), FSA ELA (VAM)
7	FSA Math (VAM), FSA ELA (VAM)
8	FSA Math (VAM), FSA ELA (VAM), FCAT Science exam (Growth Model Using Grade 7 Reading DSS as a premeasure)
Special Area/Subject Specific teachers	Wheel & Special Area teachers will use a combination of the tests listed above <i>in addition to approved final exam Growth Models.</i> (If Non-FCAT VAM Reading Score is attributed to teacher overall SPI score, law requires that it only constitute a portion of the final student performance score and that the majority of the score be derived from performance on the final exam in the subject area taught.)
Civics	FDOE Civics EOC (District Created Growth Model/Pending Arrival of Civics Data) (Using Prior Year Reading DSS as Pre-Measure).
Algebra I	Grade 8 & 9 FDOE VAM Model. District Growth/Achievement Models for other grade levels.
Geometry	FDOE Geometry EOC (District Growth/Achievement Models contingent on grade level)
Biology	Grade 9 (District Growth Model using Grade 8 Reading DSS); Grade 10 (District Growth Model using Grade 9 Reading DSS) District Growth/Achievement Models for other grade levels.
U.S. History	Grade 11 (District Growth Model using Grade 10 Reading DSS); District Growth/Achievement Models for other grade levels.
9 th	FSA ELA (VAM) & Algebra I VAM Grade 9, Industry Certification, AP/IB, Final Exam Growth Model for Non-FCAT/Non-FDOE EOC courses (Pre-Measure is class average entering

	FCAT AL)
10 th	FSA ELA (VAM) (Using Grade 9 Reading DSS), AP/IB, FCAT Retakes, Industry Certification, Final Exam Growth Model for Non-FSA/Non-FDOE EOC courses (Pre-Measure is class average entering FCAT AL)
11 th	FSA ELA (VAM) (Using Grade 9 Reading DSS), AP/IB, FCAT Retakes, PERT, SAT, ACT, Industry Certification, Final Exam Growth Model for Non-FSA/Non-FDOE EOC COURSES (Pre-Measure is class average entering FCAT AL)
12 th	FSA ELA (VAM) (Using Grade 9 Reading DSS), AP/IB, FCAT Retakes, PERT, SAT, ACT, Industry Certification, Final Exam Growth Model for Non-FSA/Non-FDOE EOC COURSES (Pre-Measure is class average entering FCAT AL)
Guidance	VAM (school score), Principal Approved Learning Targets.
Staffing/Behavior Specialists/Speech Language/Resource Teacher/School Psychologist	<i>SWD Achievement/Growth Targets Rubric based on SWD annual ranking differential</i> ; VAM (Individual score <u>if</u> appropriate AND <u>available</u>).
Media/Reading Coach/Math Coach	VAM (school score), Principal Approved Learning Targets
Dean/Admin	VAM (school score/District Score), Principal/Superintendent Approved Learning Targets
FAA Teachers	Florida Alternative Assessment (Grade 3 Achievement Model) (Grade 4-11 Growth Models) (Grade K-2 Goals of IEP met), Access Points

Content Area Teachers: This is a list of potential measurement sources. The actual areas of measurement are to be determined between the principal and teacher that reflects what they teacher the majority of the school day.

Multi Metric Characteristics

The Glades County District Evaluation Team will research and examine examples of effective multi-metric measures, which will apply to all teachers and will positively impact student achievement.

Performance Pay Structure

Performance Pay - A district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34, F.S.

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 the district, returning to the district after a break in service without an authorized leave of absence, or appointed

for the first time to a position in the district in the capacity of instructional personnel shall be placed on the performance salary schedule.

The annual salary adjustment under the performance salary schedule for an employee rated as **highly effective** must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.

The annual salary adjustment under the performance salary schedule for an employee rated as **effective** must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.

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.

Advanced Degrees - A district school board may 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..

Differentiated Pay - Shall be provided to instructional personnel in the amount of \$_(to be negotiated) or _% (to be negotiated) of the applicable salary for the individual employee based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. It may be possible for an employee to receive more than one type of differentiated pay

Salary Supplements - Each district school board shall provide for salary supplements for activities that must 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 subject to s. 1008.33, F.S., certification and teaching in a critical shortage area, or based upon the assignment of additional academic responsibilities.

**To the extent this plan is inconsistent with the collective bargaining agreement, the collective bargaining agreement governs.

Revised 4-10-16

Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

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Glades County Schools will in accordance with s. 1012.34(3)(c), F.S., the evaluator must:

- submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
- submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
- discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

The Glades County School District will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].

Glades County Schools will submit documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

1. Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

All teachers shall be given a copy of the evaluation criteria and evaluation form during the first two weeks of school. This shall include an explanation and discussion of the evaluation process. The teacher and Principal shall verify the discussion and explanation by signing off on a form attest to such. The evaluation criteria and evaluation form shall be reviewed annually. The ASSOCIATION shall have an opportunity at that time to recommend changes in the evaluation criteria and evaluation form.

All appropriate personnel, including School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon

appointment of staff or whenever a change or modification is made to the system.

Inservice training will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use appropriate data collection tools.
- Data analysis skills.
- Written documentation.
- Conferencing, coaching and feedback skills.
- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.

2. Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include

- The District mission goals
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site

Revised 4-10-16

- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

During the school year, the Principal or designee shall make at least one (1) visitation for each Professional Services Contract/Continuing Contract teacher and at least two (2) visitations for each annual contract teacher for the purpose of evaluation the first of which shall take place within the first sixty (60) days of school. Classroom visits shall be held at least three (3) weeks apart with each visit being of at least fifteen (15) consecutive minutes.

A summative evaluation will be given to every instructional employee at least once a year. Two evaluations are required each year for instructional personnel considered on Annual Contract.

The supervisor of the evaluated employee will schedule interim performance evaluation(s), two per year for those on annual contract. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9.,F.A.C]

The Glades County Schools collect parent input by adding the following statement to the Annual School Climate Survey: **"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."**

The district understands that effective professional development is critical for teacher growth and student achievement. Professional development will be planned that aligns to the vision and needs of the district, schools, and teachers. The district's professional development will be ongoing and linked to student achievement.

There will be a systematic, purposeful evaluation of the district's Professional Development system aligned with the teacher evaluation system and FSLA. Evaluation data will be gathered at all levels of professional development. Data gathered from multiple sources will be reviewed and analyzed in order to make informed decisions about the professional development system. A revised Professional Development System and Master Inservice Plan will be submitted to the Superintendent and Glades County School Board for approval

on an annual basis. A report will be also be submitted summarizing the status of the evaluation system implementation.

The school district will use the Performance Matters Formative Action System for Teacher Effectiveness (FASTe) to assess the impact of professional development on individual evaluation indicators. The system will connect teachers to differentiated resources based upon the specific needs of their students to broaden their professional skills on a continuous basis. FASTe will provide data on the performance of different students over time by responsible teacher and principal dimensions.

The criteria for assessing the impact of professional development found in FASTe are:

- Student achievement data
- Professional characteristics of the school's staff
- Teacher evaluation system indicators data
- Florida School Leader Assessment indicators data

Professional Development Component: The Professional Development Component of the Formative Instructional Cycle includes interactive dashboards and reports that illustrate Professional Development activities and metrics among teachers. The dashboards and reports are designed to address the following types of guiding questions:

1. What are the participation levels in Professional Development across the school system?
2. Do Professional Development activities correlate to a marked impact on student learning?

FASTe connects teachers to the professional development content Glades subscribes to or owns based upon it's alignment to the negotiated teaching framework.

The FASTe Summative Evaluation Module will produce teacher effectiveness reports based upon Glades adopted multi-measure system within the parameters prescribed by Florida's Race to the Top grant.

3. Interim Reviews

The supervisor of the evaluated employee will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and his/her supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective*

Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment

Effective*

Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs

Improvement/Developing*

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted

according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

PLANNING/PREPARATION

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher’s lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering the special needs of English language learners, students with disabilities and for students from home environments that offer little support for schooling.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
1. Create or select long-range plans based on a review of district and state content standards, student Profiles, instructional priorities and appropriate questions.	-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year. -Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.	-Utilizes district and state content standards to develop long range plans. -Revisits long range plans as the year progresses.	-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.	-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.

<p>2. Define learning goals with rubrics and objectives for unit and daily plans.</p>	<p>- Adapts and creates new strategies for unique student needs and situations.</p>	<p>- Provides clearly stated learning goals and objectives accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.</p>	<p>- Provides clearly stated learning goals and objectives accompanied by a scale or rubric that describes levels of performance.</p>	<p>- Uses strategy incorrectly or with parts missing.</p>
<p>3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific matter, and organizes strategies and activities in an appropriate sequence.</p>	<p>- All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.</p>	<p>- Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.</p>	<p>- Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning while others do not. Teacher's lesson or unit has a recognizable structure.</p>	<p>- The various elements of the instructional design do not support the state instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.</p>
<p>4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.</p>	<p>-Selects goals and objectives based on content standards and needs of students. -Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</p>	<p>-Goals and objectives are aligned with the district and state curriculum standards. -Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</p>	<p>-Works with other members of the team to plan lessons that align with district and state content standards. -Learning outcomes are sometimes displayed so students can make the connection.</p>	<p>-Relies on textbook organization to plan and prepare for the lesson.</p>
<p>5. Revise plans based on student needs.</p>	<p>-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning. -Utilizes data from on-going assessments to revisit and revise plans to better serve student needs. -Allows students to assess themselves and to provide input into the planning process.</p>	<p>-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning. -A review of assessment data usually informs the planning process.</p>	<p>-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</p>	<p>-Learning outcomes are seldom assessed except for standardized tests. -Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</p>

<p>6. Plan and prepare a variety of learning activities considering the special needs of English Language Learners, students with disabilities and for students from home environments that offer little support for schooling.</p>	<ul style="list-style-type: none"> - Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. - Teacher employs an extensive repertoire of instructional strategies and solicits additional resources. 	<ul style="list-style-type: none"> - Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. - Teacher employs an expanded repertoire of instructional strategies. 	<ul style="list-style-type: none"> - Teacher demonstrates some flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students. --- Teacher employs a limited repertoire of instructional strategies. 	<ul style="list-style-type: none"> - Teacher adheres to the instruction plan in spite of evidence of poor students understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.
<p>7. Develop or select instructional activities which foster active involvement of students in the learning process.</p>	<ul style="list-style-type: none"> - Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for students reflection and closure. 	<ul style="list-style-type: none"> - Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson. 	<ul style="list-style-type: none"> - Students are somewhat intellectually engaged as a result of activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. 	<ul style="list-style-type: none"> - Few students are intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.
<p>8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.</p>	<ul style="list-style-type: none"> -Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design. -Develops plans that are rigorous and demanding in content and involvement. -Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning. 	<ul style="list-style-type: none"> -Plans lessons that address each state standard. -Finds ways for students to see coherence in what they are studying. -Plans lessons that require the use of higher level thinking skills. -Helps students make connections to prior learning. 	<ul style="list-style-type: none"> -Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans. -Sometimes plans include the use of higher level thinking skills. 	<ul style="list-style-type: none"> -Lesson plans are incongruent with the state standards. -Plans deal with interaction of Webb's lower levels of knowledge.

9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.	-Has a deep understanding of how students learn and plans instructional activities, especially activities that involve technological resources, so all students are actively involved in the learning process.	-Understands how students learn and plans for the use of a variety of instructional strategies that involve technological resources.	- Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.	- Does not understand how students learn and pays little attention to active involvement by all students during the learning process.
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CLASSROOM MANAGEMENT				
10. Establish and maintain a positive, organized, and safe learning environment. 11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 12. Maintain a clean attractive learning environment. 13. Maintain academic focus by using a variety of motivational techniques. 14. Establish and use behavior management techniques which are appropriate and effective. 15. Establish routines and procedures and work with students on consistently following them. 16. Create a learning climate that is challenging yet non-threatening. 17. Maintain instructional momentum with smooth and efficient transitions from one activity to another. 18. Establish and maintain effective and efficient record keeping procedures. 19. Manage time effectively. 20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities. 21. Manage materials and equipment effectively. 22. Organize materials for efficient distribution and collection. 23. Instruct and supervise the work of volunteers and aides when assigned. 24. Assist in enforcement of school rules, administrative regulations, and Board policy.				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
10. Establish and maintain a positive, organized, and safe learning environment.	- The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	- The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology	- The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success	- The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	- Students assume much of the responsibility for establishing a culture for learning in the classroom by being committed to their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.	- The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student commitment to work.	- The classroom environment reflects a developing culture for learning, with modest expectations for student achievement, adequate teacher commitment to the student, and average commitment to the subject.	- The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student commitment to the work.

<p>12. Maintain a clean attractive learning environment.</p>	<p>- The classroom environment actively promotes a learning environment that is safe, secure, clean and orderly and is conducive to learning. Teacher and students expect and experience high levels of success in achieving the expected schoolwide learning results and academic and career technical education standards.</p>	<p>- The classroom environment is safe, secure, clean and orderly. Teacher has high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.</p>	<p>- Teacher and students are occasionally concerned about their safety. Some efforts are made to provide security and safety. The teacher is working on the issue of classroom cleanliness.</p>	<p>- Discipline, classroom safety and cleanliness are the exclusive responsibility of administrators. Classroom Climate issues are addressed informally. At times students and staff may fear for their own safety.</p>
<p>13. Maintain academic focus by using a variety of motivational techniques.</p>	<p>- Adapts and creates new strategies for unique student needs and situations.</p>	<p>- Uses motivational techniques to maintain students' engagement and monitors the extent to which these techniques keeps students engaged.</p>	<p>- Uses motivational techniques to maintain students' engagement.</p>	<p>- Uses motivational strategy incorrectly or with missing parts.</p>
<p>14. Establish and use behavior management techniques which are appropriate and effective.</p>	<p>- Student behavior is entirely appropriate, with evidence of student participation in setting expectation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual students' needs.</p>	<p>- Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.</p>	<p>- Teacher makes an effort to establish standards of conduct for students, monitor students' behavior, and respond to student misbehavior, but these efforts are not always successful.</p>	<p>- Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.</p>
<p>15. Establish routines and procedures and work with students on consistently following them.</p>	<p>- Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.</p>	<p>- Classroom routines and procedures have been established and function smoothly.</p>	<p>- Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time.</p>	<p>- Classroom routines and procedures are either nonexistent or inefficient, resulting in significant loss of instructional time.</p>
<p>16. Create a learning climate that is challenging yet non-threatening.</p>	<p>- Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</p>	<p>- Clearly communicates high expectations for student behavior to all students.</p>	<p>- Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</p>	<p>- Has not established or communicated standards of conduct for students.</p>
<p>17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.</p>	<p>- Transitions are smooth with students assuming responsibility; no instructional time is lost.</p>	<p>- Transitions are smooth; little instructional time is lost.</p>	<p>- Smooth transitions do not always occur, resulting in a loss of instructional time.</p>	<p>- Transitions result in lost instructional time and behavior problems.</p>

<p>18. Establish and maintain effective and efficient record keeping procedures.</p>	<p>- Teacher's system for maintaining accurate instructional and/or non-instructional records is efficient, the teacher can readily access said records, and utilizes these records to provide frequent student feedback.</p>	<p>- Teacher's system for maintaining accurate instructional and/or non-instructional records is generally efficient, and teacher can readily access said records.</p>	<p>- Teacher's system for maintaining accurate instructional records is generally efficient.</p>	<p>- Teacher has no system, or an inadequate system, for maintaining accurate instructional records, resulting in errors and confusion.</p>
<p>19. Manage time effectively.</p>	<p>- Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</p>	<p>- Establishes and posts routines but students require prompting to follow them</p>	<p>- Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</p>	<p>- Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</p>
<p>20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.</p>	<p>- Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>- Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>- Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>- Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p>21. Manage materials and equipment effectively.</p>	<p>- Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and larger community.</p>	<p>- Teacher is fully aware of school and district resources available for teaching, and knows how to manage school and district resources for students who need them.</p>	<p>- Teacher displays limited awareness of school or district resources available either for teaching or for students who need them.</p>	<p>- Teacher is unaware of school or district resources available either for teaching or for students who need them.</p>
<p>22. Organize materials for efficient distribution and collection.</p>	<p>- Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and larger community.</p>	<p>- Teacher is fully aware of school and district resources available for teaching, and knows how to organize, distribute, and collect materials efficiently.</p>	<p>- Teacher displays limited awareness of school or district resources available either for teaching or for students who need them.</p>	<p>- Teacher is unaware of school or district resources available either for teaching or for students who need them.</p>
<p>23. Instruct and supervise the work of volunteers and aides when assigned.</p>	<p>- Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.</p>	<p>- Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.</p>	<p>- Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.</p>	<p>- Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.</p>

<p>24. Assist in enforcement of school rules, administrative regulations, and Board policy.</p>	<ul style="list-style-type: none"> - Anticipates student behavior and prevents problems. - A wide variety of appropriate and effective behavior management techniques have been established and utilized. - School rules, administrative regulations and Board policies are followed and enforced on a daily basis. 	<ul style="list-style-type: none"> - Consistently monitors student behavior. - Appropriate and effective behavior management techniques have been established and utilized. - Administrative regulations and Board policies are followed and enforced. 	<ul style="list-style-type: none"> - Sporadically monitors student behavior. - Behavior management techniques are not consistently applied, resulting in behavior problems. - Administrative regulations and Board policies are not consistently followed or enforced. 	<ul style="list-style-type: none"> - Rarely monitors student behavior. - Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. - School and district rules and policies are not followed.
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ASSESSMENT/EVALUATION				
25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security. 26. Develop and use diagnostic assessments prior to instruction. 27. Use on-going assessments to monitor learning and adjust instruction. 28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment. 29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance. 30. Communicate, in understandable terms, individual student progress knowledgeably and responsibility to the student, parents, and professional colleagues who need access to the information. 31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance. 32. Communicate, post, explain lesson expectations so students understand what is expected. 33. Evaluate the effectiveness of instructional units and teaching strategies.				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security	-Understands the value of standardized testing, strict directions and test security. -Students realize the importance of testing.	-Follows all directions for standardized testing and test security. -Talks with students about testing and the significance to the learning process.	-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	-Does not value standardized testing and is compliant at best.
26. Develop and use diagnostic assessments prior to instruction.	-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly. -Uses data from diagnostic measures to plan for ways to meet individual needs. -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.	-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs. -Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.	-Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction. -Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.	-Begins instruction with the assumption that students should know the prior content. -Does not check for understanding or for diagnostic information during the course of a unit of study.

<p>27. Use on-going assessments to monitor learning and adjust instruction.</p>	<p>-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</p>	<p>-Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</p>	<p>-Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</p>	<p>-Does not analyze own instructional planning, teaching strategies or program evaluation.</p>
<p>28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.</p>	<p>- Adapts and creates new strategies for unique student needs and situations</p>	<p>- Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.</p>	<p>- Facilitates tracking of student progress using a formative approach to assessment.</p>	<p>- Uses strategy incorrectly or with parts missing.</p>
<p>29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.</p>	<p>- Teacher’s feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>	<p>- Teacher consistently and successfully provides feedback to students that is accurate, substantive, constructive, specific, and timely.</p>	<p>- Teacher attempts to provide feedback to students that is accurate, constructive, and timely.</p>	<p>- Teacher’s feedback to students is not evident, of poor quality, and/or is not given in a timely manner.</p>
<p>30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.</p>	<p>-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.</p>	<p>-Articulates academic progress to individual students, their parents, and appropriate colleagues.</p>	<p>-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.</p>	<p>-Grades and test scores are posted and it is the students’ responsibility to review them and tell their parents about their academic progress.</p>

<p>31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.</p>	<p>-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</p>	<p>-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</p>	<p>-Encourages students to do their best and check their work prior to grading.</p>	<p>-Permits students to move along in the instructional process regardless.</p>
<p>32. Communicate, post, explain lesson expectations so students understand what is expected.</p>	<p>-Communicates, posts, explains lesson expectations clearly so students know what is expected. -Checks for understanding of expectations regularly.</p>	<p>-Posts lesson expectations so students will know what is expected.</p>	<p>-Tells students what is expected and occasionally posts an example from a previous class.</p>	<p>-Expects students to read the text and follow the directions without expectations clarified or posted.</p>
<p>33. Evaluate the effectiveness of instructional units and teaching strategies.</p>	<p>- Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples; teacher draws on an extensive repertoire to suggest alternative strategies.</p>	<p>- Teacher reflects accurately on the lesson, citing general characteristics, and makes some specific suggestions about how it might be improved.</p>	<p>- Teacher's reflection on the lesson is generally accurate, and teacher makes global observations as to how it might be improved.</p>	<p>- Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.</p>

STUDENT INSTRUCTIONAL ENGAGEMENT				
<p>34. Demonstrate knowledge and understanding of curriculum content. 35. Communicate high expectations for learning for all students. 36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal. 37. Monitor learning activities, providing feedback and reinforcement to students. 38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs. 39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students. 40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages. 41. Assist students in accessing, interpreting, and evaluating information from multiple sources. 42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English. 43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences. 44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses. 45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities. 46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.</p>				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Goal Focus	- Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	- Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	- Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	- Begins lesson without sharing students' goals, objectives or outcomes. Students are confused as to the purpose of the lesson.
34. Demonstrate knowledge and understanding of curriculum content.	- Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	- Teacher demonstrated solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	- Teacher's content and pedagogical knowledge represents developing understanding but does not extend to connection with other disciplines or to possible student misconceptions.	- Teacher displays little understanding of the subject or structure of the discipline, or of the content-related pedagogy.

<p>35. Communicate high expectations for learning for all students.</p>	<p>- Teacher consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</p>	<p>- Teacher consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</p>	<p>- Teacher inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</p>	<p>- Teacher does not establish or communicate high expectations for learning and achievement.</p>
<p>36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.</p>	<p>- Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, when necessary, to the needs of individual students, and permit viable methods of assessment.</p>	<p>- Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and most permit viable methods of assessment.</p>	<p>- Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.</p>	<p>- Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.</p>
<p>37. Monitor learning activities, providing feedback and reinforcement to students.</p>	<p>- Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>	<p>- Teacher consistently and successfully provides feedback to students that is accurate, substantive, constructive, specific, and timely.</p>	<p>- Teacher attempts to provide feedback to students that is accurate, constructive, and timely.</p>	<p>- Teacher's feedback to students is not evident, of poor quality, and/or is not given in a timely manner.</p>
<p>38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.</p>	<p>- Teacher is highly responsive to students' interest and questions, making major lesson adjustments if necessary, and persists in insuring the success of all students. Teacher employs an extensive repertoire of instructional strategies and solicits additional resources.</p>	<p>- Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instructional plans and responding to student interest and questions. Teacher employs an expanded repertoire of instructional strategies.</p>	<p>- Teacher demonstrates some flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students. Teacher employs a limited repertoire of instructional strategies.</p>	<p>- Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understanding.</p>

<p>39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.</p>	<p>- Students formulate many of the high level questions and assume responsibility for the participation of all students in the discussion.</p>	<p>- Teacher’s use of questioning and discussion techniques consistently reflects high-level questions, true discussion and participation by most students.</p>	<p>- Teacher’s use of questioning and discussion techniques reflects an attempt at some high level questions, true discussion, and evokes moderate student participation.</p>	<p>- Teacher makes inadequate use of questioning and discussion techniques, with low level questions, limited student participation, and little true discussion.</p>
<p>40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.</p>	<p>-Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to scaffold instruction and plan for individual student learning.</p>	<p>-Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to scaffold instruction and plan for groups of students.</p>	<p>-Teacher demonstrates limited knowledge of students’ backgrounds, skills, and interests, and attempts to use this knowledge to scaffold instruction and plan for the class as a whole.</p>	<p>-Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests, and does not use such information in planning.</p>
<p>41. Assists students in accessing, interpreting, and evaluating information from multiple sources.</p>	<p>- Teacher seeks our resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the community.</p>	<p>- Teacher is fully aware of the school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.</p>	<p>- The teacher displays limited awareness of school or district resources available either for teaching or for students who need them.</p>	<p>- Teacher is unaware of school or district resources available either for teaching or for students who need them.</p>
<p>42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.</p>	<p>-Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning, making major lesson adjustments, and accommodations when necessary.</p>	<p>-Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for groups of students, making lesson adjustments and accommodations when necessary.</p>	<p>- Teacher demonstrates limited knowledge of students’ backgrounds, skills, and interests, and makes little attempt to use this knowledge to plan for the class as a whole.</p>	<p>- Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests, and does not make adjustments or provide accommodations.</p>

<p>43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.</p>	<p>- Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</p>	<p>- Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.</p>	<p>- Students are somewhat intellectually engaged as a result of the activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.</p>	<p>- Few students are intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.</p>
<p>44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypothesis.</p>	<p>- Teacher organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses, adapting and creating new strategies for unique student needs and situations.</p>	<p>- Teacher organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.</p>	<p>- Teacher organizes students into groups to facilitate working on cognitively complex tasks.</p>	<p>- Teacher uses strategies incorrectly or with missing parts.</p>
<p>45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.</p>	<p>- Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.</p>	<p>- Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.</p>	<p>- Classroom interactions, both between the teacher and the students and among students, are appropriate and free from conflict but may be characterized by occasional inconsistencies.</p>	<p>- Classroom interactions, both between the teacher and students and among students, are generally negative or inappropriate and characterized by sarcasm, put downs, or conflict.</p>

<p>46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.</p>	<p>- Teacher is well educated on the signs of student distress and abuse and district policies for referral and reporting; constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</p>	<p>- Teacher is educated on the signs of student distress and abuse and district policies for referral and reporting; acts promptly when signs are observed or conditions reported to the teacher.</p>	<p>- Teacher is aware of some of the signs of student distress and abuse and district policies for referral and reporting; fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</p>	<p>- Teacher is unaware of the signs of student distress and abuse and district policies for referral and reporting; fails to pick up on signs of distress or abuse and does not report these as required.</p>
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TECHNOLOGY				
47. Use appropriate technology in instructional delivery. 48. Use technology to establish an atmosphere of active learning. 49. Provide students with opportunities to use technology to gather and share information with others. 50. Facilitate student access to the use of electronic resources. 51. Explore and evaluate new technologies and their educational impact. 52. Use technology to review student assessment data. 53. Use technology for administrative tasks.				
Performance Requirement	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
47. Use appropriate technology in instructional delivery.	-Seeks out and envisions novel ways for using technology to deliver content. -Uses technology to earn students interest and desire to continue with the learning task. -Uses technology to design lessons that are rigorous and relevant. -Uses technology to maximize learning. -Technology use is seamless in lesson design, delivery and student use.	-Uses technology to deliver content in a variety of ways. - Realizes that technology use will increase student interest. -Uses technology to increase the use of higher level thinking skills.	-Is beginning to explore the occasional use of technology to engage students in the learning process.	-Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.
48. Use technology to establish an atmosphere of active learning.	- The technology clearly interested and engaged the students; they were active and involved during use.	- The technology engaged and interested the students; students seemed interested when it was used.	- The technology adequately engaged the students and appeared to be at their level.	- The technology used did not seem to be at the students' level; students were not engaged during its use.
49. Provide students with opportunities to use technology to gather and share information with others.	- Students initiate the use of technology to gather and share information with others.	- The technology used was arranged so that all students could participate and share information with others and were encouraged to do so.	- Technology used was easily seen by all students and could be accessed easily.	- Technology used was not adequately viewable or accessible to all the students.

<p>50. Facilitate student access to the use of electronic resources.</p>	<p>- Seeks out ways for students to use technologies (smart phones, iPads/tablets and others) in the learning process.</p>	<p>- Teachers provide students with opportunities to utilize technology when appropriate.</p>	<p>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</p>	<p>- Students are not provided an opportunity to access the use of electronic resources.</p>
<p>51. Explore and evaluate new technologies and their educational impact.</p>	<p>-Is on the cutting edge of technology exploration and implementation. -Regularly seeks out new technologies and shares information with administrators and colleagues. -Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</p>	<p>-Reads articles and attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom.</p>	<p>-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</p>	<p>-Is overwhelmed at the fast pace with which technology is changing. -Finds it difficult to relate to today's technology savvy students.</p>
<p>52. Use technology to review student assessment data.</p>	<p>-Uses technology to gather, analyze and make sense of data. -Meets with colleagues to address concerns, look for trends and to celebrate successes. - Utilizes data when making instructional decisions that address individual student needs. -Utilizes data to make instructional decisions and inform parents regarding student progress.</p>	<p>-Uses technology to record, analyze and review student assessment data. -Shares data analysis with students, their parents and colleagues.</p>	<p>-Records and reviews data, and uses data for planning purposes. -Looks at whole class data and seldom applies data to the individual student.</p>	<p>-Records data as required.</p>

<p>53. Use technology for administrative tasks.</p>	<p>-Efficiently and effectively uses technology for communication within the school, between schools and beyond. -Uses technology to create avenues for parental involvement in the learning process. -Maintains accurate and timely records, assisting others with proven record keeping strategies.</p>	<p>-Communicates in a timely and effective manner with colleagues. -Collaborates with others to solve problems. -Fulfills all administrative record keeping requirements in a timely and accurate manner.</p>	<p>-Is beginning to use technology as a tool for some administrative tasks. -Sometimes uses the computer for communication. -Occasionally fails to complete reports on time or accurately.</p>	<p>-Finds the use of technology a burden. -Is troubled by the significant amount of time involved to learn a new computer program or system. -Frequently fails to complete reports on time or accurately.</p>
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<p>COLLABORATION</p>				
<p>54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community. 55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs. 56. Provide accurate and timely information to parents and students about academic and behavioral performance of students. 57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources. 58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.</p>				
<p>Area of Performance</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Needs Improvement/ Developing</p>	<p>Unsatisfactory</p>
<p>54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.</p>	<p>- Proactively communicates with parents, students, other professionals, and community to improve student performance and/or behavior.</p>	<p>- Communicates with parents, students, other professionals and community to improve student performance and/or behavior.</p>	<p>- Communicates with parents, students, other professionals and community only when directed to do so.</p>	<p>- Fails to communicate with parents, students, other professionals, and community.</p>

<p>55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.</p>	<p>- Proactively collaborates with parents, students, school staff, and other appropriate persons to improve student performance and/or behavior.</p>	<p>- Collaborates with parents, students, school staff, and other appropriate persons to improve student performance and/or behavior.</p>	<p>- Collaborates with parents, students, school staff, and other appropriate persons only when directed to do so.</p>	<p>- Fails to work collaboratively with parents, students, school staff, and other appropriate persons.</p>
<p>56. Provide accurate and timely information to parents and students about academic and behavioral performance of students</p>	<p>- Provides frequent, detailed information to parents about the instructional program and their student's progress and advises what is necessary to improve academic and behavioral performance.</p>	<p>- Provides frequent information to parents about the instructional program and their student's academic and behavioral performance.</p>	<p>- Provides parents the minimum information concerning the instructional program and their student's academic and behavioral performance.</p>	<p>- Does not provide parents the minimum information concerning the instructional program and their student's academic and behavioral performance.</p>
<p>57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.</p>	<p>- Continually provides leadership in the development of and/or implementation of standards. - Initiates the sharing of ideas and resources with team members.</p>	<p>- Participates in team planning to implement state/district standards. - Participates in the sharing of ideas and resources with team members.</p>	<p>- Is occasionally absent from team meetings and planning sessions. - Rarely shares ideas or resources with team members.</p>	<p>- Rarely participates in team meetings or planning sessions. - Provides almost no ideas or resources for team members.</p>
<p>58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.</p>	<p>- Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program.</p>	<p>- Teacher complies with school procedures for communicating with families, initiates family contacts, and makes a significant effort to engage families in the instructional program</p>	<p>- Teacher complies with school procedures for communicating with families, responds to family-initiated contacts and makes an effort to engage families in the instruction program.</p>	<p>- Teacher does not comply with school procedures for communicating with families, provides little or no information to families and makes no attempt to engage them in the instruction program.</p>

PROFESSIONAL LEARNING				
59. Engage in continuing improvement of professional knowledge and skills. 60. Assist others in acquiring new knowledge and understanding. 61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content. 62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 63. Participate in school data collection of teacher input on principal's performance assessment program.				
Performance Responsibilities	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
59. Engage in continuing improvement of professional knowledge and skills.	-Meets with colleagues at least weekly to review student work, design lessons or share curriculum information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues.	-Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.
60. Assist others in acquiring new knowledge and understanding.	-Provide professional development for colleagues. - Often leads and shares pertinent information with other teachers or at Professional Learning Community meetings.	-Serves on committees and shares information with others.	-Attends professional development activities but does not actively participate.	-Does not attend meetings or professional development as required.
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	- Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skills and uses this knowledge to provide leadership and impact change.	- Teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skills, and shares this knowledge.	- Teacher's participation in professional development activities is limited to those that are required and/or convenient.	- Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.

<p>62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p>	<p>-Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes. -Routinely monitors strategies to assure that progress is being made toward goal attainment. -Gathers data and talks with colleagues about findings.</p>	<p>-Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan. -Aligns learning opportunities to focus on selected goals.</p>	<p>-Recognizes the need to continuously improve and conducts a self assessment. -Writes personal goals that focus on improving teaching. -Looks for evidence of goal attainment at the end of the semester/year.</p>	<p>-Fails to conduct a self assessment or to write goals as required.</p>
<p>63. Participate in school data collection of teacher input on principal's performance assessment program.</p>	<p>- Assumes responsibility for disseminating information to the faculty.</p>			

PROFESSIONAL RESPONSIBILITIES				
64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. 65. Perform assigned duties including the accurate and timely filing of all reports. 66. Demonstrate attention to punctuality, attendance, records, and reports. 67. Maintain confidentiality of student and other professional information. 68. Comply with policies, procedures, and programs. 69. Exercise appropriate professional judgment. 70. Support school improvement initiatives by active participation in school activities, services, and programs. 71. Perform other incidental tasks consistent with the goals and objectives of this position.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	- Is always ethical and honest and uses impeccable judgment.	- Is ethical and honest and uses good judgment.	- Sometimes uses questionable judgment and is less than completely honest and direct.	- Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.
65. Perform assigned duties including the accurate and timely filing of all reports.	- Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	- Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	- Occasionally is late or fails to complete assigned tasks. Makes errors in records.	- Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.
66. Demonstrate attention to punctuality, attendance, records, and reports.	- Teacher's system for maintaining accurate instructional and/or non-instructional records is efficient, the teacher can readily access said records, and utilizes these records to provide frequent student feedback.	- Teacher's system for maintaining accurate instructional and/or non-instructional records is generally efficient, and teacher can readily access said records.	- Teacher's system for maintaining accurate instructional and/or non-instructional records is generally efficient.	- Teacher has no system, or an inadequate system for maintaining accurate instructional and/or non-instructional records, resulting in errors and confusion.

<p>67. Maintain confidentiality of student and other professional information.</p>	<p>- Always observes appropriate boundaries and respects confidentially.</p>	<p>- Maintains appropriate boundaries and student confidentially.</p>	<p>- Sometimes violates boundaries and occasionally discloses student information.</p>	<p>- Violates appropriate boundaries and discloses student information.</p>
<p>68. Comply with policies, procedures, and programs.</p>	<p>- Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.</p>	<p>- Teacher makes genuine and successful efforts to ensure that all students are well served by the school. Teacher assumes additional personal responsibility for non-assigned tasks that extend beyond building and/or district guidelines.</p>	<p>- Teacher's attempts to serve students based on the best information are genuine but inconsistent. Teacher adheres to building and/or district expectations and guidelines.</p>	<p>- Teacher's sense of professionalism is low and teacher contributes to practices that are self-serving or harmful to students. Teacher fails to consistently adhere to building and/or district expectations and guidelines.</p>
<p>69. Exercise appropriate professional judgment.</p>	<p>- Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</p>	<p>- Actively participates in team or departmental decision-making and observes professional standards</p>	<p>- Participates in team or departmental decision-making but decisions are not always based on professional standards.</p>	<p>- Makes decisions based solely on self-interests.</p>
<p>70. Support school improvement initiatives by active participation in school activities, services, and programs.</p>	<p>- Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees. - Is a leader for one or more school activities. - Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</p>	<p>- Is a positive team member and volunteers to serve on committees and attend school activities. - Contributes ideas and expertise to accomplish the overall mission of the school.</p>	<p>- Rarely serves on committees or attends school activities. - Rarely contributes ideas to improve the school or support its mission.</p>	<p>- Declines invitations to serve on committees or attend school activities. - Never contributes ideas to improve the school or support its mission. - Actions are inconsistent with the school's school improvement plan or the school's mission.</p>

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5. Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

1. Self Evaluation
2. School Improvement Plan
3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
 - High School Competency Test
 - Formal and informal program reviews
4. Southern Association Accreditation Reports
5. School Climate Survey Instruments from **parents and students.**
6. The Instructional Evaluation System allows for parents to provide input. In order to provide input, each school will include the following statement on the Annual School Climate Survey: **“If an educator at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator. Please feel free to send your comments to _____ (Principal’s name).”**
7. All duties required of the position (job descriptions)
8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Glades County through the master inservice plan.

E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document

parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.

- F. **Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

6. Professional Development Assistance Plan

Glades County School District will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s.1012.98(10), F.S [Rule 6A-5A.5.030(2)(f)6.,F.A.C].

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for this correction.

7. Beginning Teacher and Out-of Field Support

Each beginning teacher will be assigned a mentor or peer assistant advocate. These assignments will meet the requirements of Florida Statutes and State Board of Education rules. Teachers that are assigned to teach out-of -field will likewise be assigned a subject area mentor and perhaps, as necessary, a performance coach. They likewise, as necessary, will be given opportunities to confer and observe subject area specialist teaching in their assigned field. Particular emphasis for professional learning activities, during the school year, will be provided. These initiatives will continue until the professional is reassigned to their certified area or until they achieve appropriate certification status.

8. Career Development

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the instructional employee. This discussion is to consider the long-term goals and developmental needs. . For additional reference, see Item 11, Professional Learning.

9. Coaching and Assistance

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, inservice training, observing a master teacher.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

10. Performance Assessment Tasks and Timelines

(Please refer to pages 42 and 43)

The performance appraisal system has 3 sections. The first section is the performance expectations 60%, next section is Professional Development at 7% and the third section is student performance at 33%. Ther performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instrcuments to be submitted to the Human Resources Offices on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal evaluations are required for annual contract employees. . A minimum of one is required for professional services contract employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a

classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.
4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.
5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.
6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self esteem.
7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.
8. The supervisor will conduct the summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.
9. The initial planning meeting is scheduled to repeat the cycle.
10. During the school year, the Principal or designee shall make at least one (1) visitation for each Professional Services Contract/Continuing Contract teacher and at least two (2) visitation for each annual contract teacher for the purposes of evaluation the first of which shall take place within the first 60 days of school. Classroom visits shall be held at least three (3) weeks apart with each visit being of at least fifteen (15) consecutive minutes.

11. Observation for the purpose of evaluation may be made at times other than the formal classroom visits. However, the results of any such observations shall be made in writing and discussed with the teacher at the time the evaluation form is discussed and signed. Mechanical devices shall not be used to evaluate teachers.

12. Within five (5) teacher workdays following each visit, but prior to any subsequent visit, the evaluator shall meet with the teacher to discuss the evaluation report. The written report shall include the following: (1) the teacher's strength and/or areas needing improvement; (2) recommendations for improving performance if needed. (3) the administrator shall offer specific assistance and guidelines for improving performance and a timeline for completion. The evaluator and the teacher shall sign such report form before the form is placed in the teacher's personnel file. Such signature by the teacher only acknowledges that he/she has read the report and does not necessarily indicate agreement with its contents. The teacher shall receive a copy of all report forms to be placed in his/her personnel file. The final written report, to be submitted at least four (4) weeks before the last teacher work day, shall include the evaluator's recommendation regarding continued employment. The teacher shall have the right to respond in writing to any such report. Such response, if made. Shall be placed in the teacher's personnel file.

13. Principals or designee shall make at least one (1) visitation during the first 60 days of school for the purpose of conducting a mid-year evaluation for newly hired teachers.

11. Professional Learning

This component is to be used by school principals working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school principals to establish and maintain an individual professional development plans for each instructional employee. The instructional professional development plans must be linked to student performance and have clearly defined training activities that result in better student performance. Please refer to the Professional Development Program form.

- Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The principal and the instructional employee being knowledgeable of district and

school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.

- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

12. Performance Appraisal Summary

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

13. Annual Review by the District

The Instructional Evaluation System will be reviewed annually by a team composed of members in compliance with the negotiated agreement. Data from summative evaluations, student growth data, and overall school growth data will be analyzed. The Director of Curriculum Services will facilitate the process of data analysis. The consultant agreement provides for initial development and extensive services over the next two year. The consultant will annually review assessments and tabulate the ranking for the overall scores as well as each assessment category. Recommendations for substantial revisions will be submitted to the district school board.

Glades County Schools evaluators' will have an understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

Glades County will require evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

Glades County Schools will require evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

Glades County Schools will require use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]

Glades County Schools will require use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

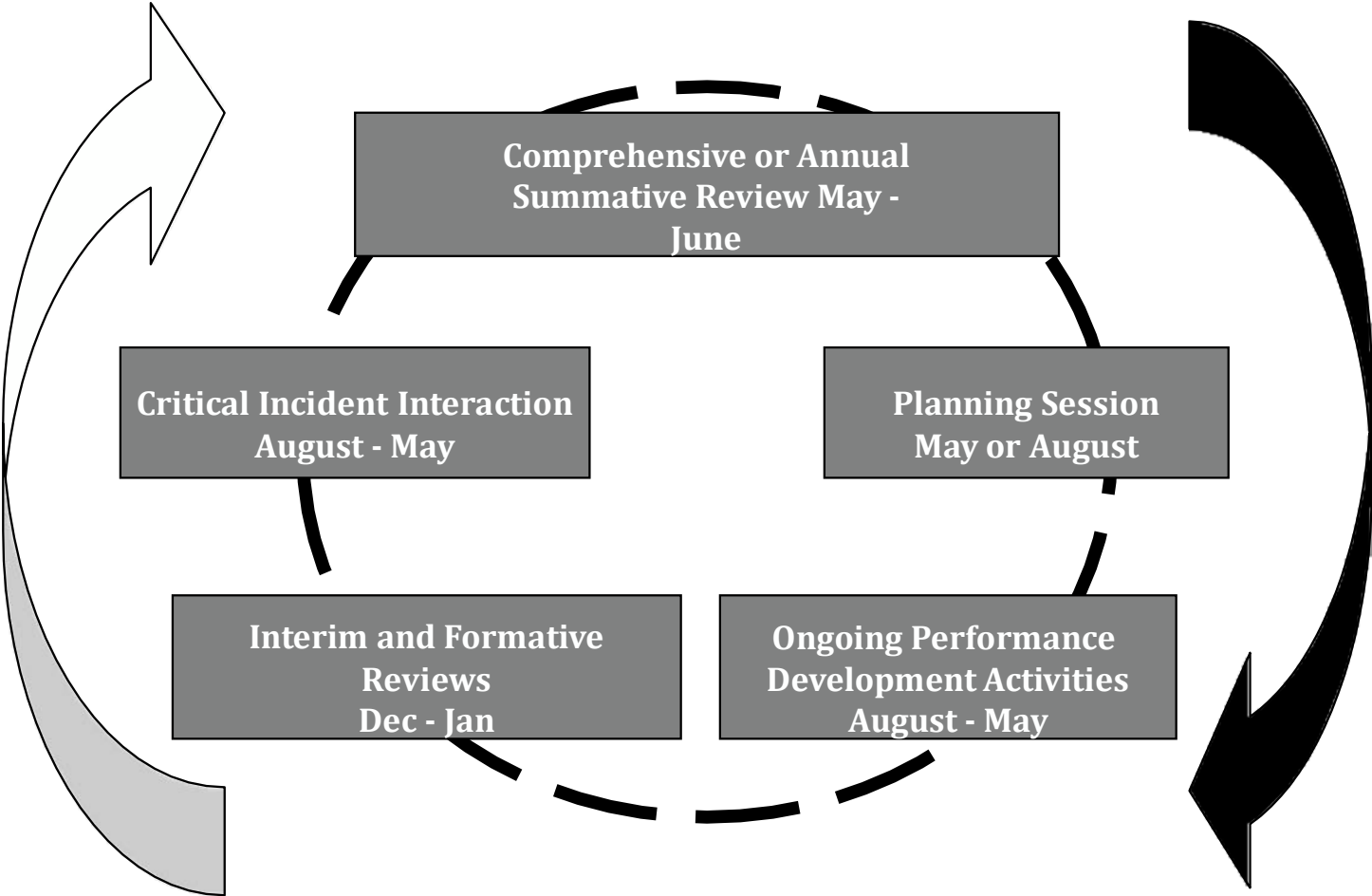
14. Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

Revised 4-10-16

Performance Appraisal Tasks and Timelines



Revised 4-10-16

Performance Appraisal Tasks

Comprehensive or Annual Summative Review

- Completing the assessment - a review of the data
- Performance Development - the year in review
- Notable strengths and significant contributions - celebrating success
- Leadership growth - direct organizational impact discussion
- Work site and job context focus areas - no surprises!

Planning Session

- Planning growth opportunities
- Negotiation of goals
- Scheduling reviews
- Identifying focus areas
- Direct coaching
- Planning employee participation and contribution to appraisal system
- Identifying connectivity to School Improvement Plan
- Establishing comprehensive feedback circle
- Clarify standards of measurement

On-going Performance Development Activities

- Collecting data
- Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- Coaching and career development from planned interaction
- Learning from experience through reflection and planned interaction with leadership team
- Professional learning with correlation from “PD360” or other similar systems

Interim - Formative Reviews

- Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- Review data collection - informal portfolio, share and receive preliminary feedback
- Clarify standards of measurements
- Discuss noteworthy achievements
- Provide coaching and encouragement in focus areas

Critical Incident Interactions

- Ongoing interactions to capture learning from experience.
- The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.