

Instructional Personnel

PERFORMANCE APPRAISAL SYSTEM



Human Resources Services
2700 Judge Fran Jamieson Way
Viera, FL 32940
July 2005



SCHOOL BOARD OF BREVARD COUNTY
2700 Judge Fran Jamieson Way • Viera, Florida 32940

**INSTRUCTIONAL PERSONNEL
PERFORMANCE APPRAISAL SYSTEM**

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**DIRECTOR
HUMAN RESOURCES SERVICES/LABOR RELATIONS**
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SCHOOL BOARD OF BREVARD COUNTY

2700 Judge Fran Jamieson Way • Viera, FL 32940

Richard A. DiPatri, Ed.D., Superintendent



Dear Instructional Employee:

On behalf of the school system, I am pleased to present the Brevard Instructional Personnel Performance Appraisal System. This state-approved appraisal system was developed cooperatively by teachers and administrators. I appreciate the helpful input provided by the revision team.

I sincerely believe that maintaining the quality of our current instructional staff is a critical ingredient to our success in pursuing educational excellence. Quality instructional performance is influenced by an effective performance appraisal system that is based on current research and that provides support and guidance for continued professional growth.

This updated handbook meets all the current state performance appraisal system requirements. It also includes information on the professional development planning component, the Florida Educator Accomplished Practices, and correlation to the Minimum Competencies for Professional Certification.

Your commitment to educational excellence and to students provides evidence of the quality in our schools. Thank you for your support and dedication in helping our district work toward accomplishing our mission of serving students with excellence as the standard.

Sincerely,

A handwritten signature in black ink, which appears to read "Richard A. DiPatri".

Richard A. DiPatri, Ed. D.
Superintendent

Phone: (321) 633-1000, ext. 402 • FAX: (321) 633-3432



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**INSTRUCTIONAL PERSONNEL PERFORMANCE
APPRAISAL SYSTEM REVIEW AND REVISION TEAM**

Ms. Joy Salamone
Director
Human Resources and Labor Relations

Ms. Anne Spencer
President
Brevard Federation of Teachers

Mr. John Russo
First Vice President
Brevard Federation of Teachers

Ms. Janet Eastman
Second Vice President
Brevard Federation of Teachers

Mr. William Hall
Director
Educational Leadership & Professional Development

**SCHOOL BOARD OF BREVARD COUNTY
INSTRUCTIONAL PERSONNEL PERFORMANCE APPRAISAL SYSTEM**

PHILOSOPHY

The School Board of Brevard County is committed to educational excellence and recognizes that one means of accomplishing this goal is through quality instructional performance. The measurement of the performance through a reliable and valid instrument that promotes improvement is likewise considered essential. The process of employee performance appraisal is considered developmental in nature and will be supported by procedures that are based on current research. These procedures will be designed so as to support the concept that an effective employee performance appraisal is non-threatening, developmental, fair, equitable, legally sound and places great value on appraisee input. In developing this philosophy, it is recognized that an employee performance appraisal is not an annual event nor is it simply an ongoing process. Effective appraisal systems have gone beyond these concepts to become a yearlong planned sequence of activities.

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

In addition, the School Board of Brevard County recognizes that an effective appraisal system must assist individuals in identifying and reaching their individual goals and aspirations through goal setting and feedback components. These elements of the appraisal process support the continuing growth of high morale and effective instruction. Accordingly, the employee performance appraisal system will become the core of the cumulative human endeavors in this labor-intensive institution.

PURPOSE

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

1. To improve instruction
2. To promote professional growth through a developmental, non-threatening process
3. To provide information for use in annually making contract renewal decisions
4. To influence decisions regarding changes in assignment, transfers, and/or promotions
5. To encourage career growth and development through goal development

INSTRUCTIONAL PERSONNEL PERFORMANCE APPRAISAL SYSTEM

PROCEDURES

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

1. ORIENTATION

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

2. OBSERVATIONS

Observations of a teacher's performance for the purpose of formal evaluation shall be conducted annually either singularly or in combination by a school administrator(s), district level administrator(s), or other qualified persons, except other bargaining unit personnel, who may be specifically requested by the Board to assist in such observation(s). If an evaluator is used who is not regularly assigned to work in the same school as the teacher being evaluated, such evaluator shall be identified to the teacher prior to such evaluation.

All formal observations shall be conducted with the knowledge of the teacher.

Any observation which is to be utilized as part of a formal evaluation shall be no less than twenty (20) consecutive minutes in length and no longer than the period of time that the particular class or activity is in session, and shall be reduced to writing. Any other observations of a teacher's performance that are to be utilized in the evaluation of such teacher's performance shall be reduced to writing.

Formal observations will be reduced to writing and shall be discussed with the teacher within ten (10) workdays following the observations, and a copy thereof shall be given to the employee. The purpose for such discussions shall be for the evaluator and teacher to examine the teacher's strengths and weaknesses and possible assistance to be given and means for improvement of those weaknesses and strengths. Such evaluations will be filed consistent with the confidentiality provisions of Florida Statutes 1012.31 and the adopted School Board Personnel File procedures manual.

Teachers shall be provided with a copy of all written observation records and shall be given the opportunity to submit written comments regarding such records for attachment thereto, provided such comments are submitted within fifteen (15) workdays of the receipt by the teacher of the observation record. For the purposes of this section, "formal observation" and "formal evaluation" shall mean, respectively, the observation and the procedures conducted for the primary purpose of judging teacher performance.

3. PARENTAL INPUT

The district provides a client survey to the schools to be distributed to the parents of every student. This survey asks parents to respond to questions about their child's school specifically about communication between the home and school, level of parent involvement, instruction, availability of materials, homework, and the level of technology. Parents give an overall rating of the school at the end of the survey. These surveys include a comment section where parents are given the opportunity to provide input on teachers, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district's nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. Data and information from any of these sources may be used in teacher evaluations, when appropriate.

4. USING DATA AND INDICATORS OF IMPROVEMENT IN STUDENT PERFORMANCE

The district's performance appraisal system uses data and indicators of student performance as a part of the evaluation of instructional personnel. Teachers are monitored on how they use assessment strategies for student performance. This performance information may come from the nine-week student progress reports, the interim student progress reports, or the teachers' grade books. Increases in student achievement may be monitored from one grading period to the next. Student performance is measured by state assessments as required under Florida Statutes and by district assessments for subjects and grade levels not measured by the state assessment program.

5. RATING SCALE DEFINITIONS

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

- A. **Effective:** Indicates performance that consistently meets the requirements of the position and the level of performance commensurate with the experience of the incumbent. This rating will be used to describe performance of high quality.
- B. **Needs Improvement:** Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of needs improvement, it is the responsibility of the evaluator to inform his/her supervisor.
- C. **Unsatisfactory:** Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the incumbent. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of unsatisfactory, it is the responsibility of the evaluator to inform his/her supervisor.

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

6. LESS THAN EFFECTIVE PERFORMANCE RATINGS

If from the formal observation, it is believed that an instructional employee's performance in any of the performance areas falls in either the unsatisfactory or needs improvement category, the following procedures will be utilized:

- A. Written notice in the form of an interim evaluation that the performance within the specified area is below an effective level,
- B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,
- C. A written Professional Development Assistance Plan will be developed with the employee to correct said deficiencies; and
- D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

Employees who may receive less than an effective rating in any performance area shall be made aware of the deficiencies prior to the annual performance appraisal conference. This required communication supports the no surprises philosophy of this performance appraisal system.

If the employee receives a rating of needs improvement or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the summative and attachment(s) shall contain the teacher's signature and date received.

7. PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN (PDAP)

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

8. INTERIM EVALUATIONS

The interim evaluation is a tool used to communicate with the employee and to provide specific feedback on performance. An interim evaluation may be used when there appear to be employee performance concerns. The interim evaluation may be used at anytime throughout the performance appraisal process – before the annual appraisal is completed or following the final annual evaluation. When an interim evaluation is done, all performance areas must be assessed. Interim evaluations may also be used to gather baseline data during the 97-Day Probationary Process.

9. OVERALL PERFORMANCE RATINGS

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

An overall rating of needs improvement must be marked if "Ns" are given in at least three (3) of the six (6) areas listed below.

An overall rating of unsatisfactory must be marked if “Us” are given in at least three (3) of the six (6) areas listed below.

An overall rating of needs improvement must be marked if any combination of “Ns” and “Us” are given in at least three (3) of the six (6) areas listed below.

- Instructional Organization and Development
- Presentation of Subject Matter
- Knowledge of Subject Matter
- Responsibilities
- Management of Student Conduct
- Student Evaluation

10. 90-DAY PROBATIONARY PERIOD FOR EMPLOYEES HOLDING A PROFESSIONAL SERVICES CONTRACT (PSC)

Upon determination that a Professional Services Contract employee’s performance is unsatisfactory, the employee shall be placed on performance probation for a period of ninety (90) calendar days (excluding school holidays and vacation periods), during which time the employee must correct performance deficiencies. During this probationary period, the employee may request a transfer to another appropriate position with a different supervisor; however, a transfer does not extend the 90-day period.

Within 14 days of the end of the 90-day period, the supervising administrator must assess whether the performance deficiencies have been corrected and forward a recommendation to the superintendent. The superintendent must notify the employee in writing within 14 days of receipt of the recommendation if the superintendent intends to recommend to the School Board termination of employment.

A written request for a hearing to appeal the superintendent’s recommendation must be submitted within 15 days. The hearing must be conducted by the School Board’s election of either of the following two options:

- A direct hearing to be conducted by the School Board within 60 days of the written request; or a hearing conducted by an administrative law judge of the Division of Administrative Hearings (DOAH) within the Department of Management Services (DMS) within 60 days of the written request.

11. N.E.A.T. PROCEDURES

The N.E.A.T. Procedures shall become the performance appraisal when the rating of instructional performance is of such deficiency to affect employee contract status and will set in motion the intervention program as adopted by the Board.

The N.E.A.T. Procedures incorporate the concept that the administration has determined that dismissal action may be necessary; and accordingly, specific rights of due process must be followed. Since every case is unique and will be evaluated on its own merit, a defined series of forms is not utilized. Rather, a documented series of management communications is required. Specifically, the rights of procedural due process are ensured when the following steps are followed:

N – Notice	Written <u>notice</u> to the individual that specific deficiencies exist which, if not corrected, would lead to dismissal procedures.
E – Explanation	Full and complete written <u>explanation</u> of the specific performance deficiencies with suggested methods of correction.
A – Assistance	A written description of the administrative <u>assistance</u> which is to be offered and provided.
T – Time	A written, specified <u>time</u> frame which is reasonable in nature to provide for the correction of identified deficiencies.

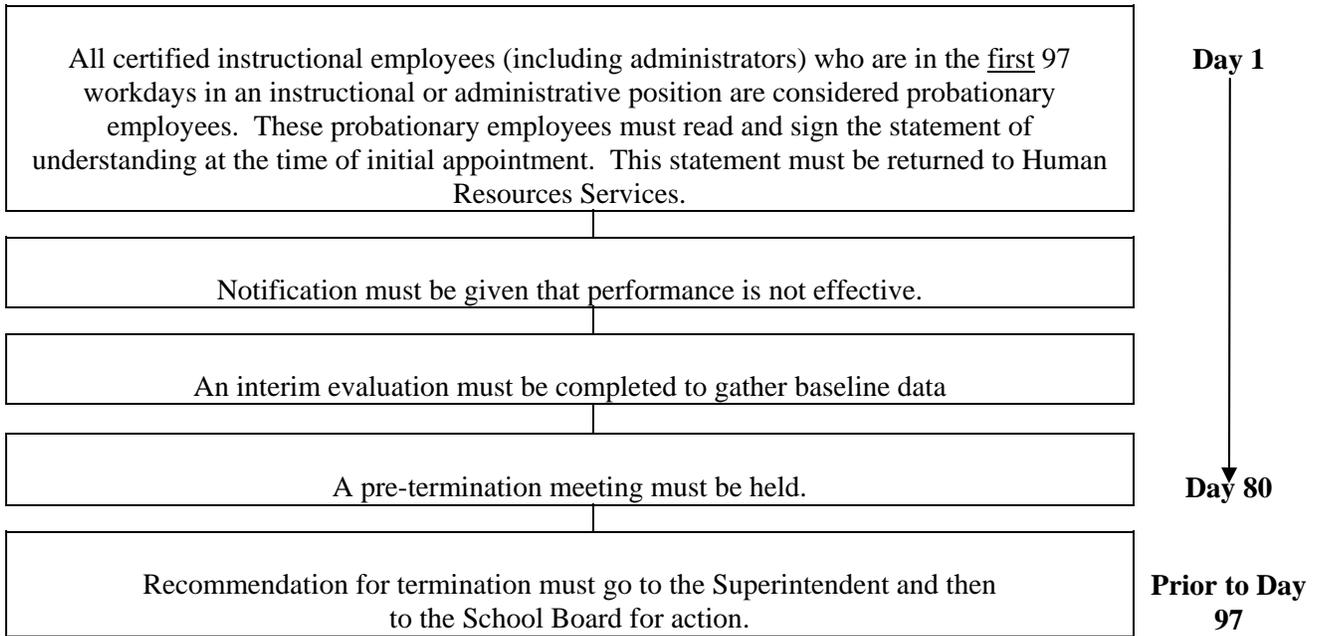
At the conclusion of the time allowed, the cycle may be repeated or appropriate contract status changes may be initiated.

To implement the N.E.A.T. Procedures and ensure requirements of due process, the following specific steps are provided:

- A. Have a conference with the individual during which advice is given in clear and simple language that certain deficiencies in performance have been identified which, if not corrected, will result in filing a complaint of professional incompetence and the seeking of the individual's dismissal;
- B. Describe the deficiencies and desired corrections;
- C. Offer specific administrative assistance over a reasonable period of time for improvement
- D. Specify the time limit to be allowed for improvement;
- E. Confirm the exact substance of the conference in a registered letter to the individual, taking care to reiterate A – D above;
- F. Provide the specified administrative assistance and be prepared to substantiate that it was provided;
- G. Have periodic conferences during the time set for improvement in which improvement or lack of improvement is noted; and
- H. Confirm these conferences by letter with copies retained for the personnel file.

12. 97-DAY PROBATIONARY EMPLOYEE PROCESS

New employees to the state of Florida must read and sign a Statement of Understanding acknowledging they have read the statement and understand that they are probationary employees during their initial 97 workdays.



13. PROFESSIONAL DEVELOPMENT PLANS (PDPs)

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

14. DISTRICT PEER MENTOR TEACHERS

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

15. CAREER COUNSELING

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

16. EMPLOYEE COACHING

Several components of this appraisal system require direct assistance and unfiltered feedback. Research indicates that a wide gap usually exists between an employee's actual performance level and his/her potential performance level. The purpose of this component is to reduce the span of the gap and accordingly have a positive impact on the quality of the school district's overall performance. This component strongly supports the developmental concept of this appraisal system.

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

17. PERFORMANCE ASSESSMENT AND TASKS & TIMELINES

The performance appraisal system is cyclical in nature. It is a process not an event. Based on the timeline which requires that summative evaluation instruments be sent to Human Resources Services on or about mid-February of each consecutive fiscal year, the following sequence of events should occur:

- A. Each instructional employee will participate with his/her supervisor in an initial performance assessment session to discuss and consider performance expectations for the teacher's specific position. It is anticipated that this planning session will occur following the discussion of the previous year's summative evaluation. The purpose of this conference summarizes and completes the previous year's evaluation cycle and initializes the calendar year for the subsequent assessment program.
- B. The supervisor and employee may schedule interim performance review(s) as needed. The specific number of reviews may depend on several factors including the nature of the performance objectives, if any, the previous performance experiences of the incumbent, and the incumbent's need and desire for constructive feedback.
- C. Data Collection – During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. S/he has the option of utilizing the professional performance standards data collection forms contained herein.
- D. Interim performance review may be scheduled on date(s) indicated during the performance planning session or any time determined by the supervisor or employee. The two will meet to discuss the employee's performance for any performance area identified as needing improvement. The supervisor will complete a Professional Development Assistance Plan for any performance area that is identified as less than effective. This form should indicate the specific teaching behaviors that are to be acquired, improved, or deleted and identify improvement strategies with a follow-up date for review.
- E. Performance Objectives – The follow-up of the interim review should be scheduled during the initial planning session with a time interval controlled by the nature of the objective relative to length of time required for accomplishment and/or anticipated need for coaching, feedback, or assistance.
- F. As identified above, the normal due date for summative evaluations is on or about mid-February of each fiscal year. This date may be extended with approval of the Director of Human Resources Services and Labor Relations for individuals who started late in the school

year or in situations where the completion of a Professional Development Assistance Plan would impact the summative ratings.

18. OTHER SUMMARY CONSIDERATIONS

This performance appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This philosophy implies a continuing dialogue between employee and supervisor. Accordingly, it ensures a system of no surprises. Therefore, the annual evaluation process is summarized in a document that reflects a yearlong, planned sequence of activities.

ASSESSOR TRAINING PROGRAM

1. EVALUATOR TRAINING

A. Evaluators in the Brevard County Instructional Personnel Performance Appraisal System will be required to become certified observers in a research-based system.

1) APPROVED OBSERVER TRAINING

(a) Objectives

To ensure that evaluators and those assessed can reliably identify specific behaviors that have an impact on effective teaching observation.

(b) Activities

Standard FPMS training activities will be used.

(c) Materials

- (1) FPMS domain document
- (2) Coding manual
- (3) Observation practice tapes

(d) Evaluation Procedure

Evaluators will attain a passing score on the cognitive exam and the criterion observations.

B. Evaluators will complete the following training sessions:

1) Introduction to the Brevard County Instructional Personnel Performance Appraisal System.

(a) Objectives

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

(b) Activities

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

(c) Materials

Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures

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

2) Formative Data Collection Techniques and Data Interpretation

(a) Objectives

- (1) To practice data collection skills using instruments appropriate to the setting and the specific data to be collected.
- (2) To develop data analysis skills necessary for making reliable judgments, including practice in analyzing all data collected on assessment forms, instruments, and written communication.
- (3) To develop skills in documentation, including practice in completing assessment forms and instrument and preparing various types of written communications related to assessment.

(b) Activities

- (1) Participants will be provided with practice in:
 - (a) the identification of appropriate data collection instruments and techniques
 - (b) the collection and analysis of formative data
 - (c) the development of a Professional Development Assistance Plan

(c) Materials

Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures

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

3) Technical Assistance

(a) Objectives:

To develop instructional counseling and coaching skills, including practice in employee involvement in a conference and interpersonal interaction techniques

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

(b) Activities

(1) Participants will be provided with practice in:

- (a) developing goals
- (b) conferencing skills and techniques
- (c) procedures for monitoring and assessing progress
- (d) the implementation of a Professional Development Assistance Plan

(c) Materials

Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures

To demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

2. INSTRUCTIONAL PERSONNEL TRAINING

A. Instructional personnel who will be evaluated with the Brevard County Instructional Personnel Performance Appraisal System will be required to attend an overview training program to orient them to the assessment system during preplanning or immediately following employment.

B. The principal will be responsible for conducting the orientation to the system.

PROFESSIONAL DEVELOPMENT PLANNING

The following characteristics describe well-written individual performance objective statements:

Objectives:

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

The following information expands these characteristics in more detail.

- A. Are supportive of the district plan, departmental objectives, and/or school improvement plans:
The purpose of the objective setting process is to help accomplish the current objectives of the district through a buy-in process of objective setting. The individual objectives must consider the current needs of the district, department, or school and students served.
- B. Are primarily under the objective setter's control:
Accomplishment of the objective must not be unduly dependent on external forces or the efforts of others. The individual must have a reasonable chance of achieving the objective with the resources at his/her disposal.
- C. Precisely specify a single key result to be accomplished:
Ambiguous words and phrases are not appropriate. When writing objectives, each word must be carefully chosen for its meaning in the context. It is often common words and phrases that are most confusing, e.g., "cause," "efficient," "promptly," "with rare exception."

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

Example:

I will cause our department to be within budget.

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

Example:

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

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

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

D. Are written in the future tense:

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

E. Are subject to renegotiation:

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

F. State the means by which the job will be accomplished:

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

G. Are attainable yet challenging:

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

H. Specify a completion date:

Objectives are created with a definite time span in mind. Once the objective has been achieved, it ceases to exist.

Avoid using words that suggest regenerative characteristics, (e.g., “continues”).

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

Example:

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

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

Following is another example of a correctly stated objective:

Example:

I will personally research and analyze the two alternative reading programs under consideration and will submit a report as to my recommendations to my supervisor “by November 15, 20--.”

The objective ceases to exist on November 15, 20--; thus, it has a specific completion date.

I. Are quantifiably measurable or at least observable:

These characteristics lend concreteness to sometimes abstract concepts or phrases. Below, we will examine examples of each type of characteristic:

Quantifiably Measurable:

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

The following examples do not indicate the quantitative characteristics:

I will raise the test scores in my school.

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

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

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

I will give four presentations this school year about my school's exceptional student education programs.

Observable:

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

The following example is an objective that is not observable:

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

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

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

J. Specify the individual's role or responsibility for objective attainment:

Supervisors should discriminate between those jobs they perform and those that their employees perform. This is especially important in cases of job sharing. Supervisors must word the objectives in such a way that it is clear that, while they may not execute the assigned job, they do direct, administer, or assist their employees in their execution of the job.

K. Are agreed to by both employee and supervisor:

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

L. Are recorded in writing:

Objectives are written so that the employee and supervisor can refer back to them during the year. In this way, the employee's efforts should always be focused toward the student, district, school, and or department objectives. Further, progress toward attainment can be measured in an objective way.

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**SCHOOL DISTRICT OF BREVARD COUNTY, FLORIDA
ACTION RESEARCH/PROFESSIONAL DEVELOPMENT PLAN**

TEACHER _____

SCHOOL _____

SCHOOL YEAR _____

ADMINISTRATOR _____

WHERE WE ARE NOW (previous year's student performance data) _____

WHERE WE WANT TO BE (specific student performance objective) _____

<u>Reading Professional Development Objective (Required)</u>	<u>Professional Development Activity for Reading</u>
<u>Other Content Professional Development Objectives (Optional)</u>	<u>Other Professional Development Activities</u>

*Attach Action Research Plan for Students

PERFORMANCE OUTCOME(S) AND MEASUREMENT TOOL:

- Met objective (other than reading) as measured by _____ (instrument)
- Met reading objective as measured by _____ (instrument)
- Did not meet objective (other than reading)
- Did not meet reading objective

PDP INITIATION DATE _____

Teacher's Signature

Administrator's Signature

PDP FINAL REVIEW DATE _____

Teacher's Signature

Administrator's Signature

EFFECTIVENESS OF PDP:

- Professional Development contributed to student achievement
- Professional Development not helpful to teacher

QUALITY OF ACTION RESEARCH/PDP:

- High Quality
- Needs Improvement

**SCHOOL DISTRICT OF BREVARD COUNTY, FLORIDA
ACTION RESEARCH/PROFESSIONAL DEVELOPMENT PLAN**

TEACHER Ima Teacher

SCHOOL Pleasant High School

SCHOOL YEAR _____

ADMINISTRATOR Dr. Ima Leader

WHERE WE ARE NOW (previous year's student performance data) 45% of 3rd grade students scored at Level 3 or higher on 2005 FCAT reading section

WHERE WE WANT TO BE (specific student performance objective) At least 60% of 4th grade students will score Level 3 or higher on reading section of FCAT in 2006

<u>Reading Professional Development Objective (Required)</u>	<u>Professional Development Activity for Reading</u>
Learn additional and more efficient ways to use vocabulary-building activities with my students	Attend workshop on vocabulary development on August 29, 2005 and participate in follow-up activities.
<u>Other Content Professional Development Objectives (Optional)</u>	<u>Other Professional Development Activities</u>
Learn how to integrate hands-on science activities into weekly lesson plans and objectives.	Attend hands-on science workshop series offered at my school monthly August-April 2005-06.

*Attach Action Research Plan for Students

PERFORMANCE OUTCOME(S) AND MEASUREMENT TOOL:

- Met objective (other than reading) as measured by _____ (instrument)
- Met reading objective as measured by _____ (instrument)
- Did not meet objective (other than reading)
- Did not meet reading objective

PDP INITIATION DATE 8/4/05

Ima G. Teacher

Ima G. Leader

Teacher's Signature

Administrator's Signature

PDP FINAL REVIEW DATE _____

Teacher's Signature

Administrator's Signature

- EFFECTIVENESS OF PDP:**
- Professional Development contributed to student achievement
 - Professional Development not helpful to teacher

- QUALITY OF ACTION RESEARCH/PDP:**
- High Quality
 - Needs Improvement

Brevard County School Board

Correlation of Accomplished Practices and the Instructional Personnel Performance Appraisal System Performance Areas

Accomplished Practices	Appraisal System Performance Areas
Assessment - uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.	C2 Student Evaluation
Communication -uses effective communication techniques with students and all other stakeholders; establishes and maintains a positive relationship with students' families to increase student achievement.	A4 Instructional Communication B3 Relationships
Continuous Improvement -engages in continuous professional quality improvement for self and school.	B1 Knowledge of Subject Matter A1 Planning
Critical Thinking -uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking skills of students.	A3 Presentation of Subject Matter A2 Instructional Organization and Development
Diversity -uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.	A3 Presentation of Subject Matter
Ethics -adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.	B2 Responsibilities B3 Relationships
Human Development and Learning -uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.	A2 Instructional Organization and Development C2 Student Evaluation
Knowledge of Subject Matter -demonstrates knowledge and understanding of the subject matter.	A3 Presentation of Subject Matter B1 Knowledge of Subject Matter
Learning Environments -creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.	A2 Instructional Organization and Development C1 Management of Student Conduct
Planning -plans, implements, and evaluates effective instruction in a variety of learning environments.	A1 Planning
Role of the Teacher -works with various education professionals, parents, and other stakeholders in the continuous improvement of the experiences of students.	B1 Knowledge of Subject Matter B3 Relationships
Technology -uses appropriate technology in teaching and learning processes.	A2 Instructional Organization and Development A3 Presentation of Subject Matter

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Brevard Public Schools
2700 Judge Fran Jamieson Way
Viera, Florida 32940

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educator accomplished practices

Accomplished

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*Competencies for Teachers of the
Twenty-First Century*

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Educator Accomplished Practices

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development & Learning
8. Knowledge of Subject Matter
9. Learning Environments
10. Planning
11. Role of the Teacher
12. Technology

Accomplished Practice #1 – ASSESSMENT

ACCOMPLISHED: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learners.

Sample Key Indicators:

Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.

Uses multiple perspectives to diagnose student behavior problems and devise solutions.

Recognizes students, exhibiting potentially disruptive behavior and offers alternate strategies.

Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.

Employs performance-based assessment approaches to determine students' performance of specified outcomes.

Assists students in maintaining portfolios of individual work and progress toward performance outcomes.

Modified instruction based upon assessed student performance.

Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.

Maintains observational and anecdotal records to monitor students' development.

Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.

Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.

Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.

Develops short and long term personal and professional goals relating to assessment.

Accomplished Practice #2 – COMMUNICATION

ACCOMPLISHED: Uses effective communication techniques with students and all other stakeholders.

Sample Key Indicators:

Establishes positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.

Establishes positive interactions between teacher and student in all areas.

Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.

Communicates with and challenges all students in a positive and supportive manner.

Communicates to all students high expectations for learning.

Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.

Provides all students with opportunities to learn from each other.

Motivates, encourages, and supports individual and group inquiry.

Encourages students' desire to receive and accept constructive feedback on individual work and behavior.

Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately.

Develops short and long term personal and professional goals relating to communication.

Accomplished Practice #3 – CONTINUOUS IMPROVEMENT

ACCOMPLISHED: Engages in continuous professional quality improvement for self and school.

Sample Key Indicators:

Functions as a facilitator in the school, actively applying accepted principles and strategies for affecting change.

Works in general group settings and in focus groups in cooperation with other educators and families to analyze the effectiveness of instruction in the school and to develop improvement strategies.

Uses data from her/his own learning environments, (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.

Creates and monitors a personal professional development plan to guide her/his own improvement.

Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.

Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English.

Works to empower the school-based personnel as they manage the continuous improvement process.

Participates in the development of improvement plans that support the overall school improvement plan, including implementation and evaluation of individual effectiveness.

Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.

Shows evidence of continuous reflection and improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.

Continues to expand her/his own repertoire of professional experiences, e.g., publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately.

Sees herself/himself as a steward of the school, of public education, and of our national heritage with its multicultural dimension and works to articulate these positions in a manner appropriate to the situation.

Works as a member of a learning community—investigating problematic conditions, working as teacher-as-researcher, behaving as a reflective practitioner, etc.

Utilizes strength and attributes of colleagues based on experience, status, education, and other unique strengths and attributes and adjusts professional relationships accordingly.

Works to improve her/his own professional judgment and the ability to articulate it to colleagues, families, and the business community.

Develops short and long term personal and professional goals relating to continuous professional development.

Accomplished Practice #4 – CRITICAL THINKING

ACCOMPLISHED: Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Sample Key Indicators:

Analyzes student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.

Chooses varied teaching strategies, materials, and technologies to expand students' thinking abilities.

Assists students in selecting projects and assignments that involve the need to gather information and solve problems.

Poses problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.

Assists students in applying the rules of evidence that govern the acceptability of judgments and conclusions.

Guides students in evaluating the plausibility of claims or interpretations in the field of study.

Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

Monitors students' work and adjusts strategies in response to learners' needs and successes in creative thinking activities.

Uses technology and other appropriate tools to extend the learning environment for students.

Develops short and long term personal and professional goals relating to critical thinking.

Accomplished Practice #5 – DIVERSITY

ACCOMPLISHED: Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background.

Sample Key Indicators:

Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Creates a learning environment in which all students are treated equitably.

Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.

Provides a range of activities to meet the various students’ learning styles and cultural and linguistic backgrounds.

Uses appropriate teaching techniques and strategies to effectively instruct all students.

Uses appropriate materials, technology, and resources to assist all students to learn.

Uses appropriate school, family, and community resources to help meet all students’ learning needs.

Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.

Selects and uses appropriate materials and resources that reflect contributors which are multicultural.

Recognizes the importance of family and family structure to the individual learner and uses knowledge of the students’ family situation to support individual learning.

Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

Provides learning situations which will enable students to practice skills and knowledge needed for success as an adult.

Develops short and long term personal and professional goals relating to diversity.

Accomplished Practice #6 – ETHICS

ACCOMPLISHED: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Sample Key Indicators:

Makes reasonable effort to protect students from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety.

Encourages students' independent action in pursuit of learning.

Provides for student access to diverse points of view.

Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which he/she is affiliated.

Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect publish expression.

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

Does not, on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background, deny to a colleague professional benefits or advantages or participation in any professional organization.

Support a colleague's right to exercise political or civil rights and responsibilities.

Accomplished Practice #7 – HUMAN DEVELOPMENT AND LEARNING

ACCOMPLISHED: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Sample Key Indicators:

Recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.

Stimulates student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.

Draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.

Makes appropriate provisions for individual students based upon their learning styles based on needs and developmental levels.

Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development, and first and second language acquisition processes.

Presents concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

Develops short and long term personal and professional goals relating to human development and learning.

Accomplished Practice #8 – KNOWLEDGE OF SUBJECT MATTER

ACCOMPLISHED: *Demonstrates knowledge and understanding of the subject matter.*

Sample Key Indicators:

Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.

Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

Maintains currency in regard to changes in the subject field.

Demonstrates a breadth of subject matter that enables her/him to collaborate with colleagues from other subject fields in the integration of instruction.

Develops short and long term personal and professional goals relating to knowledge of subject matter.

Accomplished Practice #9 – LEARNING ENVIRONMENTS

ACCOMPLISHED: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Sample Key Indicators:

Manages student behavior in the various learning environments:

- establishes smooth and efficient routines,
- involves students in establishing standards for behavior,
- applies rules and standards consistently and equitably, and
- shares learning environment management responsibilities with students.

Creates positive learning experiences:

- designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs,
- organizes instruction to include cooperative, student-directed groups,
- monitors learning activities, providing feedback and reinforcement to students,
- arranges and manages the physical environment to facilitate student learning outcomes, and
- provides a safe place for students to take risks.

Guards the use of time:

- uses learning time effectively,
- maintains instructional momentum, with smooth and efficient transitions,
- makes effective and efficient use of time required in the learning environment for administrative and organizational activities,
- maintains academic focus of students by use of varied motivational devices, and
- provides clear directions for instructional activities and routines.

Develops short and long term personal and professional goals relating to learning environments.

Accomplished Practice #10 – PLANNING

ACCOMPLISHED: Plans, implements, and evaluates effective instruction in a variety of learning environments.

Sample Key Indicators:

Develops student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.

Integrates student performance and outcomes into lesson designs and delivery strategies.

Plans activities that promote high standards through a climate which enhances and expects continuous improvement.

Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools.

Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

Plans activities that utilize a variety of support and enrichment activities and materials.

Assists students in developing skills in accessing and interpreting information from multiple sources, e.g., library media center use, and/or multiple electronic sources.

Assists students to fully use the resources available to them and the strengths they already possess.

Modifies the visual and physical environment to correspond with the planned learning activity, lesson content, and needs of all students.

Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.

Creates approaches to learning that are interdisciplinary and that integrate multiple subject areas.

Represents concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.

Adjusts instruction based upon reflection of her/his own practice.

Cooperatively works with colleagues in planning for instruction.

Plans for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, fine arts.

Develops short and long term personal and professional goals relating to planning.

Accomplished Practice #11 – ROLE OF THE TEACHER

ACCOMPLISHED: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Sample Key Indicators:

Serves as a student advocate in the school and with the social, legal, and health agencies in the community.

Confers with students and their families to provide explicit feedback on student progress and assist families in guiding students in academic and personal growth.

Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

Works effectively with school volunteers to promote student interest, motivation, and learning.

Recognizes in students overt signs of child abuse and severe emotional distress, and takes appropriate intervention, referral and reporting actions.

Recognizes in students overt signs of alcohol and drug abuse, and takes appropriate intervention, referral and reporting actions.

Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, linguistic, cultural, and emotional needs.

Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.

Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situation and background.

Develops short and long term personal and professional goals relating to the roles of a teacher.

Accomplished Practice #12—TECHNOLOGY

ACCOMPLISHED: Uses appropriate technology in teaching and learning processes.

Sample Key Indicators:

Utilizes appropriate learning media, computer applications, and other technology to address students' needs and learning objectives.

Utilizes instructional and other electronic networks to provide students with opportunities to gather and share information with others.

Uses a wide range of instructional technologies, such as CD-ROM, interactive video, videotaping, and electronic libraries to enhance the subject matter and assure it is comprehensible to all students.

Continually reviews and evaluates educational software to determine its appropriateness for instruction and management and shares findings with others.

Teaches students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.

Uses appropriate technology to construct teaching materials, e.g., constructs assessment exercises, prepares programmed instruction, uses word processing, produces graphic materials, etc.

Uses appropriate technologies to create and maintain a database for monitoring student attendance, behavior, and progress toward specified performance standards.

Provides instruction at the appropriate level in identifying and using standard references, other learning resources, gathering data and anecdotal information, and accessing computer data banks.

Works with technical and instructional specialists available to the school, teacher and students to collaborate on instructional design and delivery.

Develops short and long term personal and professional goals relating to technology integration.

Brevard County School Board

Essential Generic Competencies and the

Instructional Personnel Performance Appraisal System Performance Areas

Essential Generic Competencies	Appraisal System Performance Areas
Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about these needs.	A2 Instructional Organization and Development C2 Student Evaluation
Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups.	A3 Presentation of Subject Matter
Arranges and manages the physical environment to facilitate instruction and ensure student safety.	A2 Instructional Organization and Development C1 Management of Student Conduct
Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.	C2 Student Evaluation
Recognizes the signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.	C2 Student Evaluation
Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.	A2 Instructional Organization and Development C2 Student Evaluation
Formulates a standard for student behavior in the classroom.	C1 Management of Student Conduct
Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.	C1 Management of Student Conduct
Determines the entry-level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.	C2 Student Evaluation
Identifies long-range goals for a given subject area.	A1 Planning B1 Knowledge of Subject Matter
Constructs and sequences related short-range objectives for a given subject area.	A1 Planning B1 Knowledge of Subject Matter
Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.	A1 Planning

Essential Generic Competencies	Appraisal System Performance Areas
Uses class time efficiently.	A2 Instructional Organization and Development
Presents directions appropriate for carrying out an instructional activity.	A4 Instructional Communication
Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques.	A2 Instructional Organization and Development A3 Presentation of Subject Matter C2 Student Evaluation
Provides appropriate practices to promote learning and retention.	A2 Instructional Organization and Development
Relates to students' verbal communications in ways that encourage participation and maintain academic focus.	A2 Instructional Organization and Development A4 Instructional Communication
Uses feedback procedures that give information to students about the appropriateness of their responses(s).	A2 Instructional Organization and Development
Conducts reviews of subject matter.	A2 Instructional Organization and Development
Constructs or assembles classroom tests and tasks to measure student achievement of objectives.	C2 Student Evaluation
Establishes a testing environment in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance.	C2 Student Evaluation
Utilizes an effective system for maintaining records of student and class progress.	B2 Responsibilities
Uses computers in education.	A2 Instructional Organization and Development A3 Presentation of Subject Matter
Code of Ethics.	B2 Responsibilities B3 Relationships
Develop school improvement skills.	B1 Knowledge of Subject matter
Recognize disorders of development in students and employ appropriate intervention strategies.	A2 Instructional Organization and Development C2 Student Evaluation
Recognize and demonstrate awareness of the educational needs of students having limited proficiency in English and employ appropriate teaching strategies.	A3 Presentation of Subject Matter

RECOMMENDED PERFORMANCE APPRAISAL TECHNIQUES AND PRACTICES

When a supervisor is planning or preparing to conduct an assessment conference, care should be taken to consider the following general guidelines:

1. Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for either of you.
2. Give the employee sufficient time to prepare for the meeting (the more time the employee spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).
3. Define the purpose of the conference (initial, review, interim or final) at the onset of the conference - to help employees improve performance for the benefit of the students.
4. Tell the teacher that the conference will involve two-way communication to discuss his/her job and level of expectation, or performance, regarding dimensions. Listen and talk.
5. Start the session by getting the employee talking through open-ended questions about the job and objectives.
6. Show that you understand the person's feelings and point of view. This is particularly important if yours is a different point of view, which will be conveyed during the session.
7. During the conference, conduct yourself so that the conferee will be motivated to improve his/her performance.
 - praise the employee for past work well done
 - treat the employee as an equal and with respect
 - end the conference on a positive note
8. Discuss employee performance relative to professional "expectations" at his/her level of experience. Don't compare the employee with others.
9. Be friendly and supportive. A performance appraisal conference is very important to the employee. S/he will be very sensitive to and may misinterpret your attitude toward him/her. Convey the impression that you have time for the conference, and you consider it to be important.
10. Keep concise notes. Though the initial and interim performance appraisal conferences are not rating sessions, information shared during these conferences will have bearing upon the final evaluation given in the last conference.

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

A. Consider the employee's performance in the following ways:

- Specific examples or occasions when the employee has performed above or below expectation.
- Specific performance that deserves special attention even if at expectation.
- If the employee is performing below expectation, be prepared to provide specific ideas as to how s/he may improve his/her performance. Also, ask yourself the following questions:

Is the work sufficiently challenging? Too difficult?

Does the employee know what is expected?

Does the employee receive necessary guidance?

Does the employee have an adequate knowledge of the job and the field?

Does the employee appear to have the necessary abilities?

Does the employee receive the necessary support or assistance from others?

Are there factors beyond the employee's control that may be limiting performance?

Is the employee rewarded for good performance?

Does the employee have a negative attitude toward certain aspects of work?

B. Consider your answers to the following questions:

- Do I really feel that the interview is worthwhile?

If you are convinced of the value of the interview, you will be better able to convey its worth to the individual and thus will stand a better chance of eliciting cooperation.

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

- How do I feel about the individual to be appraised?

C. Conducting the session:

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

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

CAREER COUNSELING

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

The objectives of career counseling are to:

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

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

When an employee's future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.

EMPLOYEE COACHING

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

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

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

The objectives of coaching are to:

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

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

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

SITUATIONAL COACHING

PERFORMANCE ASSESSMENT/CAREER COUNSELING COACHING

Usually prompted by specific situation

Usually tied to evaluating overall performance

Usually addresses a problem, though can also reinforce successful performance

Scheduled annually or at the completion of an assignment

Situation is addressed now and usually little or no time for preparation

Usually adequate time for preparation

Format is non-routine

The principles are generally the same in all three situations (situational, performance assessment, and career counseling). In fact, the most effective performance assessments are continuous, consisting of regular situational coaching as well as scheduled sessions. Reliance on scheduled sessions only, with limited coaching in the interim, is not an effective system.

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

- a) Analyze an error, shortfall, or success
- b) Plan for future improvement or continued success

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

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

Causes of Poor Performance

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

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

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

SCHOOL BOARD OF BREVARD COUNTY
 INSTRUCTIONAL PERFORMANCE APPRAISAL SYSTEM
 SUMMARY FORM 2005-2006

Name _____ School/Dept _____
Last First MI Name Number

Assignment _____ School Year 2005-2006 Contract Status AC CC or PSC
 Principal/Department Head _____ Type of Evaluation Interim Annual

NOTE: All certificated employees on ANNUAL CONTRACT must be evaluated on this two-page form.

PERFORMANCE AREAS	RATINGS
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A. INSTRUCTIONAL STRAND *(Must be completed for all certificated employees):*

1. **Planning** Unsatisfactory Needs Improvement Effective
 Pre-classroom activities relate to Competency Based Instruction, foster student progress, and facilitate classroom environment conducive to individualized instruction.

2. **Instructional Organization and Development** Unsatisfactory Needs Improvement Effective
 Development of teacher performance that provides for effective use of class time and adequate competency based organization that allows students to progress; allows for effective assumption of duties by a substitute.

3. **Presentation of Subject Matter** Unsatisfactory Needs Improvement Effective
 Develops individual and small group instruction to influence learning and uses supplemental activities to foster student progress.

4. **Instructional Communication** Unsatisfactory Needs Improvement Effective
 Verbal, nonverbal, and written behavior that evokes and expresses information; responds to verbal and written communication in an effective and timely manner.

B. PROFESSIONAL STANDARDS STRAND *(Must be completed for all certificated employees):*

1. **Knowledge of Subject Matter** Unsatisfactory Needs Improvement Effective
 Demonstrates an acceptable level of knowledge and willingness to actively participate in staff development activities; is open to and shares new ideas; shows evidence of growth.

2. **Responsibilities** Unsatisfactory Needs Improvement Effective
 Teacher actions that demonstrate attention to punctuality, accurate attendance and record keeping; performance of assigned duties, and familiarity and compliance with policies, procedures, programs, and the Code of Ethics; is dependable and exercises appropriate professional judgment.

3. **Relationships** Unsatisfactory Needs Improvement Effective
 Maintains a professional attitude; communicates effectively with students, parents, and staff; accepts and uses suggestions designed to enhance the learning situation of students.

C. STUDENT RESPONSE STRAND *(Must be completed for classroom teachers and other professionals who are responsible for providing direct instruction to students):*

1. **Management of Student Conduct** Unsatisfactory Needs Improvement Effective
 Teacher actions that minimize the frequency of disruptive student behavior. (Rules, teacher awareness, quality of desist, group alert, movement, smoothness/slowdown and praise.)

Initials: Administrator _____ Employee _____

2. Student Evaluation

Unsatisfactory Needs Improvement Effective

Development and maintenance of an environment embracing the competency based philosophy; students are able to demonstrate their knowledge, skills, etc. and receive adequate information about the quality of their test performance; makes data-driven decisions regarding student performance.

D. OVERALL EVALUATION *(Required):*

Unsatisfactory Needs Improvement Effective

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

Date

Signature of Assistant Principal/Coordinator (Blue Ink Only)

Date

Teacher Comments *(Optional):*

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

Signature of Employee (Blue Ink Only)

Date

SCHOOL BOARD OF BREVARD COUNTY
ADULT EDUCATION PERFORMANCE APPRAISAL SYSTEM
SUMMARY FORM 2005-2006

Name _____ School/Dept _____
Last First MI Name Number

Assignment _____ School Year 2005-2006 Contract Status AC CC or PSC
 Principal/Department Head _____ Type of Evaluation Interim Annual

NOTE: All certificated employees on ANNUAL CONTRACT must be evaluated on this two-page form.

PERFORMANCE AREAS	RATINGS
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A. INSTRUCTIONAL STRAND *(Must be completed for all certificated employees):*

1. **Planning** Unsatisfactory Needs Improvement Effective
 Pre-classroom activities relate to Competency Based Instruction, foster student progress, and facilitate classroom environment conducive to individualized instruction.

2. **Instructional Organization and Development** Unsatisfactory Needs Improvement Effective
 Development of teacher performance that provides for effective use of class time and adequate competency based organization that allows students to progress; allows for effective assumption of duties by a substitute.

3. **Presentation of Subject Matter** Unsatisfactory Needs Improvement Effective
 Develops individual and small group instruction to influence learning and uses supplemental activities to foster student progress.

4. **Instructional Communication** Unsatisfactory Needs Improvement Effective
 Verbal, nonverbal, and written behavior that evokes and expresses information; responds to verbal and written communication in an effective and timely manner.

B. PROFESSIONAL STANDARDS STRAND *(Must be completed for all certificated employees):*

1. **Knowledge of Subject Matter** Unsatisfactory Needs Improvement Effective
 Demonstrates an acceptable level of knowledge and willingness to actively participate in staff development activities; is open to and shares new ideas; shows evidence of growth.

2. **Responsibilities** Unsatisfactory Needs Improvement Effective
 Teacher actions that demonstrate attention to punctuality, accurate attendance and record keeping; performance of assigned duties, and familiarity and compliance with policies, procedures, programs, and the Code of Ethics; is dependable and exercises appropriate professional judgment.

3. **Relationships** Unsatisfactory Needs Improvement Effective
 Maintains a professional attitude; communicates effectively with students, parents, and staff; accepts and uses suggestions designed to enhance the learning situation of students.

C. STUDENT RESPONSE STRAND *(Must be completed for classroom teachers and other professionals who are responsible for providing direct instruction to students):*

1. **Management of Student Conduct** Unsatisfactory Needs Improvement Effective
 Teacher actions that minimize the frequency of disruptive student behavior. (Rules, teacher awareness, quality of desist, group alert, movement, and communication that promote an adult learning environment which is sensitive to the educational needs of the student)

Initials: Administrator _____ Employee _____

2. Student Evaluation

Unsatisfactory Needs Improvement Effective

Development and maintenance of an environment embracing the competency based philosophy; students are able to demonstrate their knowledge, skills, etc. and receive adequate information about the quality of their test performance; makes data-driven decisions regarding student performance.

D. OVERALL EVALUATION *(Required):*

Unsatisfactory Needs Improvement Effective

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

Signature of Assistant Principal/Coordinator (Blue Ink Only) / Date

Teacher Comments *(Optional):*

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

Signature of Employee (Blue Ink Only) / Date

**SCHOOL BOARD OF BREVARD COUNTY
INSTRUCTIONAL PERSONNEL PERFORMANCE APPRAISAL SYSTEM
SUMMARY FORM**

2005-2006

Name _____ **School Year** 2005-2006
Last First MI

Department/School _____ **Principal/DeptHead** _____
Name Number

Assignment _____

Instructional personnel who hold a Continuing Contract or professional Services contract shall be evaluated on the standard, two-page summary form once every three years as a minimum. This summary form may be used when the two-page form is not required. Performance ratings are based on the standard, two-page form.

_____ has rendered overall effective performance.

Summary Statement (Required):

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

_____/_____
Signature of Assistant Principal (Blue Ink Only) Date

Teacher Comments (Optional):

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

_____/_____
Signature of Employee (Blue Ink Only) Date

PROFESSIONAL PERFORMANCE STANDARDS - BREVARD COUNTY SCHOOLS

Name _____ Date _____

Name of Observer _____ Time _____

Basic Education

PLANNING	Obs	PRESENTATION OF SUBJECT MATTER	Obs
<p>a. Selected content at appropriate level of difficulty based on student's needs</p> <p>b. Task analyzed content</p> <p>c. Stated learner objective and related objective to activity</p> <p>d. Selected appropriate and relevant materials, activities and models</p> <p>e. Selected, sequenced, organized and paced appropriate activities</p> <p>f. Provided for evaluation of objective</p> <p>MANAGEMENT OF STUDENT CONDUCT</p> <p>a. Stops misconduct</p> <p>b. Poses questions - selects one reciter from nonvolunteers as well as volunteers (manages group attention)</p> <p>c. Maintains instructional momentum</p> <p>d. Praises appropriate behavior</p> <p>INSTRUCTIONAL ORGANIZATION & DEVELOPMENT</p> <p>a. Uses time wisely</p> <p>b. Begins instruction promptly</p> <p>c. Provides activities and attends students</p> <p>d. Handles materials in an orderly manner</p> <p>Lesson Review Summary</p> <p>e. Conducts beginning review</p> <p>f. Conducts topic summary within the lesson</p> <p>g. Conducts ending review</p> <p>Lesson Development</p> <p>h. Orients student to classwork</p> <p>i. Specifies objective, purpose and activities</p> <p>j. Talks on subject matter</p> <p>k. Provides appropriate models as needed</p> <p>Checking for Understanding</p> <p>l. Uses varied questioning techniques</p> <p>m. Single factual questions (Input)</p> <p>n. Requires analysis/reasons (Process)</p> <p>o. Requires speculation/predicts (Output)</p> <p>p. Pauses before soliciting answers to complex questions (Think Time)</p> <p>Teacher Treatment of Student Responses</p> <p>q. Recognizes response/amplifies/gives correct feedback</p> <p>r. Gives corrective feedback for incorrect response</p> <p>Effective Practice</p> <p>s. Provides for practice</p> <p>t. Gives directions/checks comprehension of homework/seatwork directions</p> <p>u. Circulates and assists</p> <p>v. Gives feedback on homework/seatwork</p>		<p>a. Treats concepts - definition, critical attributes/examples, non-examples</p> <p>b. Discusses cause-effect/uses linking words/applies law or principles</p> <p>c. States and applies academic rule</p> <p>d. Develops criteria and evidence for value judgment</p> <p>COMMUNICATION: VERBAL/NONVERBAL</p> <p>a. Speaks and uses appropriate verbal expression</p> <p>b. Emphasizes important points</p> <p>c. Expresses enthusiasm verbally/challenges students</p> <p>d. Smiles, eye contact, body behavior that shows interest, excitement</p> <p>STUDENT EVALUATION</p> <p>Test Preparation</p> <p>a. States purpose, importance and use of test results</p> <p>b. States content to be tested</p> <p>c. Reviews test content</p> <p>d. Gives test taking direction/strategies</p> <p>e. Provides practice</p> <p>Test Administration</p> <p>f. Controls test environments (lights, temperature, noise, space)</p> <p>g. Monitors while taking test</p> <p>h. Attends to student needs</p> <p>i. Reviews test results with students</p> <p>RESPONSIBILITIES</p> <p>a. Is attentive to punctuality, attendance, records, reports and plans</p> <p>b. Performs assigned duties</p> <p>c. Complies with approved policies, procedures and programs</p> <p>d. Exercises professional judgment</p> <p>e. Maintains appropriate classroom appearance</p> <p>RELATIONSHIPS</p> <p>a. Maintains a professional attitude</p> <p>b. Accepts constructive criticism</p> <p>c. Communicates effectively with students, parents and staff</p> <p>KNOWLEDGE OF SUBJECT MATTER</p> <p>a. Demonstrates knowledge of subject matter</p> <p>b. Participates in inservice</p> <p>c. Seeks opportunities for professional growth</p> <p>d. Shares professional knowledge and expertise with others</p> <p>e. Is open to utilizing new ideas</p>	

Observation Summary:

PROFESSIONAL PERFORMANCE STANDARDS - BREVARD COUNTY SCHOOLS

Name _____ Date _____

Name of Observer _____ Time _____

Teachers Resource/Lead

	Obs		Obs
<p>PLANNING</p> <ul style="list-style-type: none"> a. Establishes courses of action for self to accomplish specific goals b. Establishes priorities c. Plans contingencies d. Establishes timelines for implementation and revisions e. Identifies needed resources and materials f. Demonstrates productive use of time g. Selects appropriate and relevant materials, activities and models h. Selects, sequences, organizes and paces appropriate activities i. Provides for evaluation of objectives <p>INSTRUCTIONAL ORGANIZATION & DEVELOPMENT</p> <ul style="list-style-type: none"> a. Uses time wisely b. Provides activities and attends participants c. Handles materials in an orderly manner d. Orients participants to workshop e. Specifies objective(s), purpose and activities f. Talks on subject matter g. Provides appropriate models as needed h. Uses varied questioning techniques i. Recognizes response/amplifies/gives correct feedback j. Provides for practice k. Provides for evaluation of objectives met 	Obs	<p>COMMUNICATION: VERBAL/NONVERBAL AND WRITTEN</p> <ul style="list-style-type: none"> a. Speaks and uses appropriate verbal expression b. Emphasizes important points c. Expresses enthusiasm verbally/challenges students d. Smiles, eye contact, body behavior that shows interest, excitement <p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> a. Is attentive to punctuality, attendance, records, reports and plans b. Performs assigned duties c. Complies with approved policies, procedures and programs d. Exercises professional judgment e. Maintains appropriate worksite appearance <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> a. Maintains a professional attitude b. Accepts constructive criticism c. Communicates effectively with peers, parents and staff <p>KNOWLEDGE OF SUBJECT MATTER</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of subject matter b. Participates in inservice c. Seeks opportunities for professional growth d. Shares professional knowledge and expertise with others e. Is open to utilizing new ideas 	Obs
<p>Observation Summary:</p> 			

PROFESSIONAL PERFORMANCE STANDARDS - BREVARD COUNTY SCHOOLS

Name _____ Date _____

Name of Observer _____ Time _____

Student Services

	Obs	COMMUNICATION	Obs
<p>PLANNING</p> <ul style="list-style-type: none"> a. Selected content at appropriate level of difficulty based on student's needs b. Task analyzed content c. Stated learner objective and related objective to activity d. Selected appropriate and relevant materials, activities and models e. Selected, sequenced, organized and paced appropriate activities f. Provided for evaluation of objective <p>MANAGEMENT OF STUDENT CONDUCT</p> <ul style="list-style-type: none"> a. Stops misconduct b. Poses questions - selects one reciter from nonvolunteers as well as volunteers (manages group attention) c. Maintains instructional momentum d. Praises appropriate behavior <p>MANAGEMENT</p> <ul style="list-style-type: none"> a. Begins promptly b. Uses materials/space in an orderly manner c. Conducts orientation - purpose/limits/duration d. Maintains a momentum/problem solving focus e. Conducts a beginning review - recalls specific events/data <p>QUESTIONS - RESPONSES</p> <ul style="list-style-type: none"> a. Asks questions - single/clarifying/elicits concerns/feeling b. Uses participant(s) responses; gives feedback c. Uses specific reinforcement <p>USE OF DATA</p> <ul style="list-style-type: none"> a. Presents information/identifies or utilizes data b. Summarizes data analysis <p>PROBLEMS - PRACTICE</p> <ul style="list-style-type: none"> a. Identifies problem(s)/concern(s) b. Provides for practice - role play/simulation c. Summarizes problem(s) concerns(s) <p>CLOSURE</p> <ul style="list-style-type: none"> a. Formulates goals(s)/agreements/explores alternatives b. Summarizes/confirms plans c. Assigns responsibilities/future expectations 		<p>COMMUNICATION</p> <ul style="list-style-type: none"> a. Uses congruent body language b. Expresses enthusiasm/interest verbally c. Emphasizes important points <p>STUDENT EVALUATION</p> <p>Test Preparation</p> <ul style="list-style-type: none"> a. States purpose, importance and use of test results b. States content to be tested c. Reviews test content d. Gives test taking direction/strategies e. Provides practice <p>Test Administration</p> <ul style="list-style-type: none"> f. Controls test environments (lights, temperature, noise, space) g. Monitors while taking test h. Attends to student needs i. Reviews test results with students <p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> a. Is attentive to punctuality, attendance, records, reports and plans b. Performs assigned duties c. Complies with approved policies, procedures and programs d. Exercises professional judgment e. Maintains appropriate classroom appearance <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> a. Maintains a professional attitude b. Accepts constructive criticism c. Communicates effectively with students, parents and staff <p>KNOWLEDGE OF SUBJECT MATTER</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of subject matter b. Participates in inservice c. Seeks opportunities for professional growth d. Shares professional knowledge and expertise with others e. Is open to utilizing new ideas 	

Observation Summary:

PROFESSIONAL PERFORMANCE STANDARDS - BREVARD COUNTY SCHOOLS

Name _____ Date _____

Name of Observer _____ Time _____

Library Media

	Obs	MAINTENANCE	Obs
<p>PLANNING</p> <ul style="list-style-type: none"> a. Establishes cooperation with school community b. Establishes goals, objectives, priorities and strategies c. Establishes policies and procedures d. Develops and maintains budget <p>MANAGEMENT OF STUDENT CONDUCT</p> <ul style="list-style-type: none"> a. Stops misconduct b. Poses questions - selects one reciter from nonvolunteers as well as volunteers (manages group attention) c. Maintains instructional momentum d. Praises appropriate behavior <p>STUDENT EVALUATION</p> <p>Test Preparation</p> <ul style="list-style-type: none"> a. States purpose, importance and use of test results b. States content to be tested c. Reviews test content d. Gives test taking direction/strategies e. Provides practice <p>Test Administration</p> <ul style="list-style-type: none"> f. Controls test environments (lights, temperature, noise, space) g. Monitors while taking test h. Attends to student needs i. Reviews test results with students <p>ORGANIZATION</p> <ul style="list-style-type: none"> a. Provides access b. Arranges facilities c. Maintains user oriented environment d. Arranges and circulates resources e. Manages personnel <p>EVALUATION</p> <ul style="list-style-type: none"> a. Conducts program assessment b. Analyzes data and modifies program <p>SELECTION/ACQUISITION</p> <ul style="list-style-type: none"> a. Uses approved selection policies b. Uses acceptable selection procedures c. Solicits educator and student input 		<p>MAINTENANCE</p> <ul style="list-style-type: none"> a. Provides for maintenance and repair b. Purges and inventories collection <p>SKILLS INSTRUCTION</p> <ul style="list-style-type: none"> a. Utilizes scope and sequence guide b. Correlates with classroom instruction <p>CONSULTATION/INFORMATION</p> <ul style="list-style-type: none"> a. Provides reference assistance b. Provides motivation and guidance in reading/viewing/listing c. Orients students and educators d. Instructions and updates educators e. Participates in curriculum development and planning <p>PRODUCTION</p> <p>Provides production resources and technical assistance</p> <p>PUBLIC RELATIONS</p> <p>Promotes program</p> <p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> a. Is attentive to punctuality, attendance, records, reports and plans b. Performs assigned duties c. Complies with approved policies, procedures and programs d. Exercises professional judgment e. Maintains appropriate classroom appearance <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> a. Maintains a professional attitude b. Accepts constructive criticism c. Communicates effectively with students, parents and staff <p>KNOWLEDGE OF SUBJECT MATTER</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of subject matter b. Participates in inservice c. Seeks opportunities for professional growth d. Shares professional knowledge and expertise with others e. Is open to utilizing new ideas 	

Observation Summary:

PROFESSIONAL PERFORMANCE STANDARDS - BREVARD COUNTY SCHOOLS

Name _____ Date _____

Name of Observer _____ Time _____

Exceptional Student Education

PLANNING	Obs	PRESENTATION OF SUBJECT MATTER	Obs
<ul style="list-style-type: none"> a. Selected and uses assessment instruments to develop student profiles and write objectives b. Incorporates the goals of other professionals (OT,PPT,S/L,VI,HI) in the daily schedule c. Schedules for classroom, group and individual d. Provides for physical management of a medically fragile student e. Uses a curriculum guide to determine instructional objective that are both developmentally appropriate and functionally useful f. Lesson plans are reflective of the IEP objectives 		<ul style="list-style-type: none"> a. Instructs, supervises, provides feedback, orchestrates use of teacher assistance in the classroom b. States concept and definition c. Points out distinctive features of new concepts d. Models a behavioral response or steps of a procedure in procedural learning e. Provides for practice f. Uses error correction procedure (prompts or models) rather than tell answer g. Follows correct academic response with specific praise 	
<p>MANAGEMENT OF STUDENT CONDUCT</p> <ul style="list-style-type: none"> a. Classroom rules and consequences are posted b. Stops misconduct c. Maintains instructional momentum d. Uses a behavior management plan for controlling aberrant behavior e. Attends to two instructional tasks simultaneously f. Gives short, clear, non-academic directions g. Reinforces appropriate performance through specific praise statements 		<p>COMMUNICATION</p> <ul style="list-style-type: none"> a. Repeats important points b. Expresses verbal enthusiasm c. States single question d. Smiles, eye contact, body behavior that shows interest, excitement 	
<p>INSTRUCTIONAL ORGANIZATION</p> <ul style="list-style-type: none"> a. Begins instruction promptly b. Handles materials in an orderly manner c. Orients students to classwork/maintains academic focus d. Conducts beginning and ending review e. Questions: single factual f. Pauses before soliciting answers g. Recognizes responses/amplifies/gives correct feedback h. Gives specific academic praise i. Circulates and assists students j. Uses a range or sequence of instruction cueing and prompting in a hierarchical fashion k. Maximizes time in instruction by continually scheduling students in direct instruction 		<p>STUDENT EVALUATION</p> <ul style="list-style-type: none"> a. Maintains records or graphs of student progress b. Uses assessment instruments that would analyze both developmental levels and functional abilities c. Performance appraisal on report cards are directly related to classroom records of progress 	
		<p>RESPONSIBILITIES</p> <ul style="list-style-type: none"> a. Is attentive to punctuality, attendance, records, reports and plans b. Performs assigned duties c. Complies with approved policies, procedures and programs d. Exercises professional judgment e. Maintains appropriate classroom appearance 	
		<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> a. Maintains a professional attitude b. Accepts constructive criticism c. Communicates effectively with students, parents and staff <p>KNOWLEDGE OF SUBJECT MATTER</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of subject matter b. Participates in inservice c. Seeks opportunities for professional growth d. Shares professional knowledge and expertise with others e. Is open to utilizing new ideas 	

Observation Summary:

SCHOOL BOARD OF BREVARD COUNTY
PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN
2005-2006

Teacher's Name _____

Principal/Supervising Administrator's Name _____

Performance Area _____

Specific Behaviors _____

Strategies for Improvement _____

Assistance _____

Date for Follow Up Review _____

Teacher's Signature
(Blue Ink Only)

Date

Administrator's Signature
(Blue Ink Only)

Date

Date for Completion Review _____

Teacher's Signature
(Blue Ink Only)

Date

Administrator's Signature
(Blue Ink Only)

Date

NONDISCRIMINATION NOTICE

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

A **student** having a grievance concerning discrimination may contact:

Dr. Richard A. DiPatri
Superintendent
Brevard Public Schools

Ms. Brenda Blackburn
Associate Superintendent,
Division of Curriculum
and Instruction
Coordinator

Dr. Walter Christy, Director
Office of Secondary Education

Ms. Eva Lewis, Director
ESE Program Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940
(321) 631-1000

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

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

Ms. Bonnie L Mozingo, Director
Office of
Compensation & Benefits

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

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

This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, Braille or audiotape. Telephone or written requests should include your name, address, and telephone number. Requests should be made to Kim Riddle, Exceptional Education Projects, 631-1911, extension 535, at least two (2) weeks prior to the time you need the publication.