QUALITY PERFORMANCE PLANNING:
A JOURNEY . . . NOT A DESTINATION

"Integrating Student Performance, Teacher Assessment
And
Teacher Professional Development"

Gail F. McKinzie, Ph. D.
Superintendent of Schools

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Polk County Public Schools

District Mission Statement

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

Strategic Plan Goals

1. We will create a professional culture of articulation to accomplish our mission.
2. We will ensure students realize their highest potential.
3. We will ensure that our instruction and curriculum meet the educational needs of each student.
4. We will improve student achievement.
5. We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.
6. We will establish learning environments that ensure the academic and personal success of each student.
7. We will actively pursue and cultivate parent, community and business involvement.

Strategic Plan Specific Component/Strategy Areas

1. Clear School/District Mission
2. Opportunity to Learn
3. High Expectations
4. Monitoring of Student Progress
5. Instructional Leadership
6. Safe and Orderly Environment
7. Stakeholder Partnerships

Dear Colleagues:

The last few years have brought many changes to the educational system of Florida. These changes have focused on increasing quality in all aspects of the educational processes especially as those aspects relate to improving student achievement. We see attitudes that foster cooperation as well as competition, and attitudes that promote positive interchanges and communication focused on the achievement of our students. We see teachers monitoring their own progress toward self improvement in relation to the Educator Accomplished Practices. Teachers are analyzing data, identifying learning needs, establishing student learning goals and identifying methods by which to assess goal achievement. Teachers are also setting goals for professional growth that relate to student achievement data. We see teachers planning strategies so all students can learn and developing ways to work more closely with parents to support the learning process. Indeed, these are exciting and challenging times for educators.

Without question, the classroom teacher is an essential key to student achievement and academic excellence. *Quality instruction is dependent on a united professional environment conducive to the identification of effective assessment criteria and procedures. It also depends upon careful planning, a team effort of teachers and administrators, and professional development through inservice training as we strive to improve the achievement of our students.* This handbook represents a cooperative effort in developing an assessment system that best meets the diverse needs of the teachers and students. It also represents the hard work of a focus group committed to the creation of an assessment system that places emphasis on teacher growth and development in relation to the performance of our students. I appreciate your commitment to educational excellence and your openness to the changes that are taking place in our system, changes that are beneficial to educators and students alike. I encourage you to make this assessment process an opportunity to grow professionally and to provide a quality educational program for all our students designed to foster student learning gains.

Sincerely,

Gail F. McKinzie, Ph. D.
Superintendent of Schools

PREFACE

The Florida Legislature has enacted statutes in order to bring about the development of a system that integrates processes for school improvement, teacher assessment, professional growth experiences and student achievement initiatives. Emphasis is placed on collecting data relative to specific competencies, attributes, and processes related to instructional improvement. The use of student achievement data as it pertains to student learning gains is the focus. This focus has become more evident with development and implementation of the Florida Department of Education Professional Development System Evaluation Protocol Standards and the Merit Award Program [MAP] processes described in recent Florida Statute. These expectations and related processes require focused communication between teacher and administrator that places an emphasis on student achievement and the teacher's role in applying interventions based on their participation in professional growth activities that are linked to performance criteria for effectiveness and student achievement data, i.e., The Educator Accomplished Practices. Because of these expectations, the Polk County School District has reviewed its existing teacher assessment system and made changes consistent with this mental model and statutory requirements. This review was conducted by a group of teachers, school-based administrators, and district personnel. These major shareholders have worked collaboratively to develop a system that would best meet the diverse needs of the teachers and support the District Strategic Plan Goals. After a review of the existing assessment system in relation to the expectations described in legislation, a system has been developed that not only measures teacher performance but places emphasis on teacher growth and development as it relates to student achievement. Its rationale includes:

- Providing a closer linkage between teacher assessment, student achievement and school improvement
- Collecting student achievement and other data relevant to identifying training needs for school improvement
- Creating a system that works based on what we know about effective schools and effective teaching
- Planning for the professional growth for *all teachers*

This document was prepared to inform all educators in Polk County about the procedures and forms that will be used in the *Quality Performance Planning: A Journey ... Not A Destination.*

TEACHER ASSESSMENT PHILOSOPHY

Teacher assessment should be a *positive and continuing process* requiring considerable time, effort, and openness of both teachers and their administrative support team. The process *should focus on student achievement* by helping teachers become more effective. Assessment processes should be ongoing and integrated to support professional development and thereby enhance student performance*.*

Positive results from teacher assessment are highly dependent upon an environment in which open, honest, and respectful communication exists among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they should be expressed with a rationale and suggestions for improvement. In addition, each administrator will be trained in classroom observation skills and in the use of the appropriate forms, processes and underlying principles. *Above all, both teachers and administrators should view the assessment process as a helping process that will result in enhanced student achievement and improved professional development, performance, and morale.*

At the same time, teacher assessment is best thought of as a highly individualized experience - a personal journey, the intent of which is to develop a process through which educators view themselves as professionals committed to continuous growth. The system was revised to focus on the latest research on effective schools and the perspective that teacher assessment affects the school's entire community. This assessment process addresses five key factors:

- the teacher
- the administrator
- student and teacher performance data
- timely feedback
- organizational context

All are equally important in an assessment system that best meets the needs of **all** teachers in the classroom.

It should be noted that effective performance in a given job role is based on three significant variables, the individual's competencies, the demands of the job and their related expectations, and the organizational climate and environment in which the individual works. Effective job performance results when these three variables come together in a synergistic fashion. In order for the individual to achieve optimal performance in the job, the organization must provide the support necessary to realize the successful application of one's competencies, against the backdrop of the real life demands of the job. It is the appropriate alignment of these variables, personal competencies, organizational support and realistic job expectations, that will enable us to realize enhanced learning and success for our students.

ASSESSMENT SYSTEM HIGHLIGHTS

In order to enhance understanding of the assessment processes of *Quality Performance Planning: A Journey . . . Not A Destination*, and to provide a concise description of related content, the following section presents the components of the system in an abbreviated format. Please refer to the appropriate sections of this handbook for detailed descriptions of procedures and time lines.

CATEGORY ONE PROCESSES

WHO

All teachers <u>without</u> a Regular Florida Professional Certificate, e.g., Temporary Certificate or no certificate…
i.e., Teachers in Professional Educators Certification (PEC) program, Teachers in Alternative Certification Educator (ACE) program or Substitutes as may be appropriate*

PROCEDURES

Orientation and Process Determination

Introduction to PEC and ACE, as appropriate

Reading/Mentor Coach Assignment or Mentoring Teacher Assignment and Portfolio Process Orientation as appropriate

Interaction related to the district's Essential Performance Criteria and completion of the **Essential Performance Criteria Self Assessment** (**EPCSA**) on 7 of 8 EPCs

Preparation of an Individual Professional Growth Plan (**IPGP**)

<u>Observations [With Pre & Post Conference] – A minimum of</u> **2** <u>(one per semester)</u> - Focused on the **Quality Performance Observation Instrument (QPOI)** and <u>Two Assessments (One each semester)</u> using the **Quality Performance Summary Assessment** (**QPSA**)

IPGP Interactions and Portfolio Documentation as appropriate

*<u>Substitutes will NOT engage in Portfolio Documentation</u>

OUTCOMES

A teacher may:
*Engage in Category Two processes

*Engage in Category Two processes with a **Professional Development Plan** (**PDP**) as determined by the administrator
*Continue with Category One processes
*Exit Polk County Schools

CATEGORY TWO PROCESSES

WHO

Teachers who have completed applicable Category One processes and who hold a Regular Florida Professional Certificate

Teachers who are placed in an out-of field assignment will be assessed using Category Two processes or, in some cases, Category One processes as determined by the administrator

PROCEDURE

Teachers assessed using Category Two processes will complete a self assessment in relation to 7 of 8 EPCs (**EPCSA**) and will collaborate with the administrator to develop and implement an **IPGP**

Teachers assessed using Category Two processes will be observed focused on the **QPOI** form and assessed with **QPSA** form at least **once** annually.

Teachers assessed in Category Two processes who are engaged in a **PDP** will be observed using the **QPOI** form and assessed with **QPSA** form at least **twice** annually

OUTCOMES

A teacher may:

Continue with Category Two processes

Continue with Category Two processes with a **PDP** as determined by their administrator

Exit Polk County Schools

QUALITY PERFORMANCE PLANNING

Category One Processes

Introduction

Quality performance planning for teachers assessed using Category One Processes is based on the premise that quality is a journey, not a destination. The procedures described in this section are designed to focus on a commitment to the professional development of teachers through a comprehensive program of support, training and documentation of teaching competencies for achieving regular professional certification in Florida. Procedures are designed to foster cooperation, positive interaction and team spirit in an environment that promotes "learning for all." *Through a team effort of teachers, mentors and administrators,* we move along the quality continuum that results in an educational program of success for all our students.

All teachers without a regular professional teaching certificate in Florida and certain experienced teachers participating in the *Professional Educator Competency Program (PEC) and/or Alternative Certification Educator Program (ACE)* will be assessed using Category One Processes in the Polk County teacher assessment system, "*Quality Performance Planning.*" The procedures, as outlined in the PEC and ACE Manuals, provide for the following:

A. Formative Observation processes are applied by the administrator and are based on the Clinical Supervision Model:

- Pre- Conference: Discuss the upcoming lesson, including the purpose and the content, what the teacher will do, and what students are expected to do and learn.

- Observation focused on the Quality Performance Observation Instrument (QPOI).

- Data Analysis: Analyze raw data and develop a plan for the conference.

- Conference: To help clarify and build upon the teacher's understanding of the behaviors and events that occurred in the classroom and to critically examine the teacher's performance during the clinical supervision cycle.

B. Documentation of demonstration for the Minimum Competencies for Professional Certification based on demonstrated performance related to The Florida's Educator Accomplished Practices and completion of the related Portfolio expectations and /or other formal documentation components.

D. Individual Professional Growth Plan (IPGP).

E. Verification to Department of Education of Successful Documentation of all competencies and Program Completion- <u>Not applicable for Substitutes.</u>

All teachers engaged in Category One processes will participate in the development and implementation of an **Individual Professional Growth Plan** (**IPGP**) as described in state statute and delineated in the Miscellaneous Provisions of this manual.

The following key elements will exist for the teacher who engages in Category One assessment**:**

- Self assessment using the **EPCSA** form
- Preparation of an **Individual Professional Growth Plan** (**IPGP**)
- Ratings on each of the EPCs #1 through #8 (**QPSA**)
- Completion of all appropriate PEC/ACE procedures and forms as may be appropriate to their teaching classification

The data from the *PEC and ACE* procedures, along with any other collected data, will provide the basis for ratings on the Essential Performance Criteria of the district's **Quality Performance Summary Assessment** (**QPSA**). Performance is assessed on each of the Eight (8) Essential Performance Criteria using the following descriptors of Outstanding, High Performing, Satisfactory, Needs Improvement, Unsatisfactory (See Appendices B and C for specifics).

<u>**Forms Related to Category One Processes**</u>

The following forms (see Appendix D) are used with Category One processes:

> EPC <u>**Self Assessment**</u> (**EPCSA**)
> **Quality Performance <u>Observation</u> Instrument** (**QPOI**)
> **Individual Professional Growth Plan** (**IPGP**)
> **Quality Performance <u>Summary Assessment</u>** (**QPSA**)
> **Professional Development Plan (PDP) as appropriate**

Category One Processes

Procedures	Time line
1. PEC and/or ACE Calendar initiated at the teacher's employment date	Ongoing
2. Introduction to the PEC and/or ACE programs and to all district assessment procedures	Within 20 days of hiring/selection
3. All appropriate Observations, Conferences, and Assessments as follows:	Ongoing
4. The initial Observation focused on the (**QPOI**) and related conferences	Within 45 days
5. The Initial Assessment using the (**QPSA**)	By end of Semester I
6. Continue with ongoing observations and any necessary Formative Observations as appropriate	Ongoing
7. The Summative Observation focused on the (**QPOI**) and related conferences	Within 165th day
8. The final **QPSA** and related conference(s)	Within 165th day of student contact
9. Continuation with Category One processes until completion of the PEC and/or ACE programs as may be appropriate	Ongoing
10. Teacher assessment using Category Two	Upon completion of Process One
11. Final **Quality Performance Summary Assessment**	As designated
12. **QPSA** sent to Human Resource Services Division	(TBA)
13. Conduct discussion of **IPGP** with focus on status of predicted student performance and impact of professional development.	By day 190
14. Send Completed Portfolio (PEC) or (ACE) documentation **(as may be appropriate)**	(TBA)

Professional Educator Competency Program/
Alternative Certification Educator Program
A Step-By-Step Guide to PEC/ACE

The Certification Office in collaboration with Human Resource Services determines assignment of teachers to the Professional Educator Competency (PEC) and/or Alternative Certification Educator (ACE) programs. Teachers who are required to complete the PEC/ACE are assessed using Process One of the Polk County Teacher Assessment System.

1. Complete District New Employee and Teacher Induction Program Seminar (TIPS) activities. Complete Site-based Orientation.
2. Complete Support Team Assignment Form (Principal, Assistant Principal, Reading Mentor/Coach or Mentoring Teacher as appropriate).
3. Complete Initial Screening Observation focused on QPOI. Retain copy in PEC/ACE folder.
4. Complete EPCSA (self-assessment) and IPGP Parts I & II.
5. Based on the IPGP, complete appropriate formative activities, observations and conferences focused on the QPOI as appropriate to program. Retain copies in PEC/ACE folder.
6. Complete designated professional development activities as appropriate.
7. Complete at least one assessment using QPSA within 90 days.
8. Complete final summative observation cycle and QPOI form. Retain copies in PEC/ACE folder.
9. Complete Accomplished Practices checklist. Retain copy in PEC/ACE folder.
10. Complete final QPSA. Retain copy in PEC/ACE folder.
11. Forward the signed Accomplished Practices checklist, signed Teacher Assessment form, Reading Coach/Mentor or Mentoring Teacher Log and PEC/ACE folder to HRS.

EPCSA	*Essential Performance Criteria Self-Assessment*
FLIGHT	*Facilitating Leaders in Good Habits of Teaching*
PD	*Professional Development Department*
IPGP	*Individual Professional Growth Plan*
PEC/ACE	*Professional Educator Competency/Alternative Certification Educator*
QPOI	*Quality Performance Observation Instrument*
QPSA	*Quality Performance Summary Assessment*
TIPS	*Teacher Induction Program Seminar*

Polk County Schools
Professional Education Competence Documentation Program (PEC)
Alternative Certification Educators (ACE) Program
Support Team Checklist/Timeline

Teacher_____ School _____

Hire/Selection Date _____ Mentor Teacher_____

I. District-Based Orientation and Training—*first available sessions after hire date*

DATE COMPLETED	INITIALS	ACTIVITY
		New Employee Orientation (as applicable)
		Teacher Induction Program Seminar (TIPS)
		TIPS Follow-up Session #1
		TIPS Follow-up Session #2

II. School-Based Orientation and Planning—*within 20 working days*

DATE COMPLETED	INITIALS	ACTIVITY
		Site-Based Orientation
		Review PEC/ACE process and establish portfolio expectations
		Establish tentative timeline
		Assign Mentor Teacher/Set meeting schedule as appropriate
		Email Mentoring Teacher Assignment form to **Marilyn Hunt** in Professional Development

III. Screening Observation (QPOI)—*within 30 working days*

DATE COMPLETED	INITIALS	ACTIVITY
		Pre-Observation Conference
		Observation (place copy in portfolio)
		Post-Observation Conference *(see IPGP below*)*

IV. Develop Individual Professional Growth Plan (IPGP) *-within 45 student contact days*

DATE COMPLETED	INITIALS	ACTIVITY
		Complete EPC self-assessment process form
		IPGP Conference/Discuss goals & strategies
		Complete IPGP parts 1 & 2

Support Team Checklist (continued from page 1)

V. Initial Formative Assessment (QPSA)—*within 90 student contact days*

DATE COMPLETED	INITIALS	ACTIVITY
		Assessment Rating Process
		Conference

VI. Second Formative Observation (QPOI)—*within 120 student contact days*

DATE COMPLETED	INITIALS	ACTIVITY
		Pre-Observation Conference
		Observation (place copy in portfolio)
		Post-Observation Conference (see IPGP below*)

VII. Summative Assessment (QPSA) –*within 165 student contact days*

DATE COMPLETED	INITIALS	ACTIVITY
		Conduct Assessment Conference
		Complete Accomplished Practices Checklist
		Complete PEC Annual Completion Form
		Sign Mentor Supplement Sheet
		Return completed stapled forms to HRS [Support Team Checklist, Accomplished Practices Checklist, and PEC Annual Completion Form]

*Year end payment spreadsheet from HRS will follow at a later date to verify mentor supplement

EPCSA   *Essential Performance Criteria Self Assessment*
FLIGHT   *Facilitating Leaders in Good Habits of Teaching*
HRD   *Human Resource Development Department*
IPGP   *Individual Professional Growth Plan*
QPOI   *Quality Performance Observation Instrument*
QPSA   *Quality Performance Summary Assessment*
PEC   *Professional Education Competence*
TIPS   *Teacher Induction Program Seminar*

QUALITY PERFORMANCE PLANNING

Category Two Processes

Introduction

Quality performance planning for teachers assessed using Category Two Processes is based on the premise that quality is a journey, not a destination. The procedures described in this section represent a stage in professional development beyond the essential support needs of the first-year teacher and fosters the developmental role of the teacher as an assessor of continuous quality improvement. These procedures provide for positive analysis and interaction among teachers and administrators focused on Essential Performance Criteria that are derived from the research on effective teaching/effective schools. *Teachers and administrators work <u>with</u> each other* to develop those behaviors that will result in enhanced teacher and student performance and quality in the learning experiences of students.

Upon completion of the Category One Process, a teacher may enter Category Two Process assessment. Typically, with this process, the teacher is observed and assessed once annually by a designated administrator using the appropriate district observation and summary assessment forms. <u>Two observations and two assessments are required only for teachers on a **PDP**</u>. In Process Two, the teacher completes a self-assessment related to seven (7) of the eight (8) Essential Performance Criteria using the "**EPC Self Assessment"** form at least once during the performance assessment cycle. That self-assessment process may be applied twice when applicable to those on a PDP. (see Appendix D for description of Forms.) The overall assessment process includes classroom observations, informal observations, interviews, input from parents, the analysis of appropriate student achievement data and other relevant data collection and documentation methods.

The **Quality Performance Summary Assessment** (**QPSA**) includes behavioral indicators grouped according to 8 essential performance criteria. ***Teachers and administrators should review and discuss the Florida Educator Accomplished Practices (see Appendix B) that contain behavioral indicators, and especially the EPC Rubric Descriptions (see Appendix C) for specific ratings related to each EPC. The behavioral indicators and rubric descriptions provide information that can greatly enhance teacher effectiveness. Content from the teacher's self-assessment in relation to the criteria could be very helpful during this discussion as well.***

All teachers engaged in Category Two Processes will participate in the development and implementation of an **Individual Professional Growth Plan** (**IPGP**) as described in state statute and delineated in the Miscellaneous Provisions of this manual.

The following are the key elements for teachers engaged in Category Two Process assessment**:**
- Self assessment using the **EPCSA**
- Preparation of an **Individual Professional Growth Plan** (**IPGP**)
- Classroom observation(s) (**QPOI**)
- Ratings on each of the EPCs #1 through #8 on the **QPSA**

Teacher Performance is assessed on each of the Eight (8) Essential Performance Criteria using the following descriptors:
- **Outstanding**
- **High Performing**
- **Satisfactory**
- **Needs Improvement**
- **Unsatisfactory**

Each of the rating descriptors for the 8 EPCs corresponds directly to the Rubric statements in Appendix C. <u>The administrator should focus on a preponderance of evidence linked to the appropriate descriptions of the rubric statements for EPCs as a guide when determining the rating to be applied in the summary assessment process</u>.

<u>Teachers assessed using Category Two Processes who are engaged in a Professional Development Plan (PDP) will be observed (**QPOI**) and assessed (**QPSA**) twice annually</u>. Their summary assessment is based on the Essential Performance Criteria rated in the final **QPSA** and successful completion of the **Professional Development Plan** (**PDP**) as applicable.

The **Quality Performance Summary Assessment** (**QPSA**) will result in ratings for each of the Essential Performance Criteria. Outcomes may be as follows:

A. Teachers who receive a rating of **Satisfactory, High Performing, and/or Outstanding** in ALL 8 Essential Performance Criteria on the final **QPSA** will continue to maintain Category Two Process assessment.

B. Teachers who receive a rating of **Needs Improvement** on any of the criteria on the final **QPSA** MAY be engaged in a Professional **Development Plan (PDP)** at the discretion of the administrator. If a **PDP** is implemented, it must be prepared in a timely manner in a conference with the teacher and designated administrator designed to provide assistance to meet any criteria. This plan will be recorded on the **PDP** form.

C. Teachers who receive a rating of **Unsatisfactory** on any of the criteria on the final **QPSA** MUST be engaged in a **Professional Development Plan** (**PDP**). When applied, the **PDP** must be prepared in a timely manner in a conference with the teacher and designated administrator and designed to provide assistance to meet expectations. This plan will be recorded on the **PDP** form. There is one exception to the **PDP** requirement for a rating of **Unsatisfactory**. A **PDP** is optional at the discretion and professional judgment of the administrator for a rating of **Unsatisfactory** for **Student Performance** due to the fact that this EPC is focused on student outcomes rather than specified teacher behavior.

A **Professional Development Plan** (**PDP**) may be written at any time, based upon identified needs related to specific Essential Performance Criteria.

Teachers who are rated as "Unsatisfactory" on Four (4) or more of the EPCs two years in succession will be notified of overall unsatisfactory performance of duties. The Assistant Superintendent of Human Resource Services will be notified in accordance with Florida Statutes.

Forms Related To Category Two Processes

The following forms (see Appendix D) may be used with Category Two Processes:

A. **Individual Professional Growth Plan** (**IPGP**)
B. **Quality Performance Observation Instrument** (**QPOI**)
C. **Essential Performance Criteria Self-Assessment (EPCSA)**
D. **Quality Performance Summary Assessment (QPSA)**
E. **Professional Development Plan** (**PDP**)

CATEGORY TWO PROCESSES PROCEDURES AND TIME LINE

Procedures	Time line
An orientation and planning session with individual and/or groups of teachers with a school administrator; may include a discussion of the teacher self assessment instrument (**EPCSA**) and development of the **Individual Professional Growth Plan** (**IPGP**)	Within first 45 work days of contract year
Initial observation (**QPOI**), assessment (**QPSA**), and related conference(s) completed <u>when appropriate for persons on</u> a **<u>PDP</u>**; a discussion of self assessment data should occur prior to these events when possible	By last day of Semester I if on PDP)
Final observation (**QPOI**), assessment (**QPSA**), and related conference(s) completed; <u>may</u> include discussion of self-contact assessment data (**EPCSA**)	By 165th day of student contact
Final **Quality Performance Summary Assessment** (**QPSA**) sent to Human Resource Services Division	TBA Annually
Participate in summary discussion of **IPGP** with focus on status of predicted student performance and impact of professional development .	By day 190 of contract

Individual Professional Growth Plans and Student Performance

In accordance with Florida Statute/State Board Rule, the administrator and teacher will work together to develop a plan for individual professional growth that links and aligns inservice activities with student and instructional personnel needs as determined by the school improvement plan, annual school report, student achievement data and performance appraisal data of teachers and administrators. The professional development activities described in the plan will focus primarily on the subject content and teaching methods as related to the Sunshine State Standards, assessment data analysis, classroom management, school safety and family involvement. **At least one element of the professional development activities documented in the teacher's IPGP must clearly relate to specific performance data related to Reading <u>and</u> some other content area. This data must be based on students assigned to the teacher. At least one element of the professional development activities documented in the teacher's IPGP must clearly relate to the school improvement plan.** Plans must include clearly defined professional development specifics, specific and measurable improvements in student performance, and an evaluation component. The IPGP must include the following variables:

Part I- Student Data Analyzed: Reading and one Other Content Area,
Student Learning Needs identified from the Data Analysis,
Measurable Student Learning Goals Specific to the identified Learning Needs, Identified method by which to determine student learning gains in relation to Student Learning Goals

Part II- Planned Professional Development for the year related to
Student Learning Needs, School Improvement Plan and other variables as appropriate to individual

Part III- Documented Professional Development in which the Teacher has engaged

The administrator must measure the extent to which each training activity did accomplish the performance gains that were predicted to result from the training activities. Professional development activities documented in the IPGP may also relate to the following: District Strategic Plan, School Improvement Plan, Grade Level or Subject Area Initiatives, Certification Needs, Administrative Feedback Related to Assessment, and Personal Professional Development Interests.

The IPGP is not intended to be used as a determining factor for the rating related to EPC- Student Performance. That is addressed by the specific rubric applied for that purpose. Rather the IPGP is applied to create a linkage between the identification of student learning needs and related teacher professional development needs to meet the students learning needs.

Assessment of Designated Non-Classroom Teachers

In order to ensure that assessment criteria for varied roles of persons designated as "Teacher" positions align more appropriately with their job functions that typically do not match with those in a typical classroom teaching role, such persons in Certain Other Designated Educational (Teacher) Positions will be assessed according to procedures and criteria applicable to their role.

Essential Elements of Assessment Process
For Designated Non-Classroom Teachers

Planning Session:
- Establishment of One (1) Job Related Goal
- Agreement on Priority Expectations linked to related Essential Performance Criteria (EPCs)
- Self-Assessment

Interim Review Session:
- Goal Progress Status Conversation
- Priority Expectations Conversation

Summary Assessment Session:
- Conversation and Ratings On Goal Achievement
- Conversation and Ratings On EPCs

All Timelines that pertain to Teacher Assessment will apply to the above elements of Designated Non-Classroom Teacher Positions.

Procedures Description: For Designated Non-Classroom Teachers-Group A

For the purpose of performance appraisal (assessment), the following specific positions will be assessed according to procedures applicable to their roles as follows:

- **Network Managers (Teachers)**
  NOTE: Network Managers who are Paraprofessionals will be assessed using the Non-Instructional procedures and forms.
- **District Level TRSTs (Teacher Resource Trainer Specialists)**
- **Attendance Assistants**
- **Nurses (RN)**
- **Staffing Specialists**
- **Physical Therapists**
- **Occupational Therapists**

Planning Session: In addition to discussion of the Self-Assessment process, Goal focus, content, strategies and timelines, the Supervisor and Designated Non-Classroom Teacher must identify specific EPC Priority Expectations for each of the 9 Essential Performance Criteria (EPC) and "type" them on their Summary Assessment Form. This is important to the process due to the unique and varied nature of job functions to which the EPCs may apply. Priority Expectations are not the only indicators of performance but do become a priority focus of performance for the employee for the year. Specific Priority Expectations may be drawn from a variety of sources. All identified Priority Expectations are subject to administrator approval.

Interim Review Session: This should include a conversation between the supervisor and employee that focuses on the progress made toward Goal achievement and progress made toward working in accordance with the Priority Expectations. Interim Reviews may be formal (rated) or informal (not rated) and should be noted (check box and date) on the forms as appropriate. Interim Reviews are optional as determined by the administrator.

Summary Assessment Session: This should include the Self-Assessment, Conversation and Summary Assessment Ratings on Goal Achievement and all EPCs. A rating of "Unsatisfactory" requires the development and implementation of a Professional Improvement Plan (PIP). A PIP may be initiated at the discretion of the administrator/supervisor.

The Essential Performance Criteria document and forms for Network Managers (Teachers) - (NOTE: <u>Network Managers who are Paraprofessionals will be assessed using the Non-Instructional procedures and forms</u>.) District Level TRSTs (Teacher Resource Trainer Specialists), Nurses (RN) as appropriate, Attendance Assistants, Physical Therapists and Occupational Therapists are provided in Appendix G.

<u>**Procedures Description: For Designated Non-Classroom Teachers-Group B**</u>
For the purpose of performance appraisal (assessment), the following specific positions <u>at the school level will be assessed</u> according to procedures and EPCs applicable to:

- **Deans**
- **ISTs**
- **Reading Coach**
- **ESE Facilitator**
- **Lead Teacher (as appropriate)**
- **Certain Other Resource Teachers as Designated by the Principal**

Planning Session: In addition to the Self-Assessment process, a discussion of the **Goal** focus, content, strategies and timelines, the Supervisor and Designated Non-Classroom Teacher may use the specific **EPC Priority Expectations for each of the 11 Essential Performance Criteria** (EPC) as designated on the Summary Assessment Form. Another option is to identify additional and/or more appropriate alternative Priority Expectations and "type" them on pages 3 - 5. This is possible due to the unique and varied nature of job functions to which the EPCs may apply. Alternative specific Priority Expectations may be drawn from the "unabridged" description of the EPCs in the manual and/or from ideas shared between the supervisor and employee. While these Priority Expectations are not the only indicators of performance, they do become a priority focus of performance for the employee for the year. All identified Priority Expectations are subject to administrator approval.

Interim Review Session: This should include a conversation between the administrator and employee that focuses on the progress made toward Goal achievement and progress made toward working in accordance with the Priority Expectations. Interim Reviews may be formal (rated) or informal (not rated) and should be noted (check box and date) on the forms as appropriate. Interim reviews are optional as determined by the administrator.

Summary Assessment Session: This should include the Self-Assessment, Conversation and Summary Assessment Ratings on Goal Achievement and all EPCs. A rating of "Unsatisfactory" requires the development and implementation of a Professional Improvement Plan (PIP). A PIP may be initiated at the discretion of the administrator/supervisor.

All other General Procedures and Miscellaneous Provisions will be implemented in accordance with those described in the manual as appropriate.

Essential Performance Criteria Document and Forms To Be Applied With… Deans, ISTs, Reading Coach, ESE Facilitator, Lead Teacher (as appropriate) and Certain Other Resource Teachers as Designated by the Principal are provided in Appendix G of this manual.

Miscellaneous Provisions

Introduction
This section contains information of a general nature applicable to teachers assessed using both of the assessment category processes.

Mechanism For Parental Input
Prior to completing the assessment for a teacher, the administrator must analyze data provided by parents which has been gathered as a part of a mechanism which includes, but is not limited to, one or more of the following:
- data gathered using the District Parent Feedback/Response Form
- parental phone calls
- letters, notes, e-mail, etc.
- face to face conferences
- information gathered as a part of parental input focus meetings
- survey data gathered by the teacher
- survey data gathered by the school
- other formal and informal interactions with parents

The administrator and teacher will discuss possible sources of parental input as a part of the Performance Planning and/or Orientation sessions. The data that is gathered formally and/or informally will be used as one of the variables in the process of making decisions concerning the ratings that are appropriate to specific Essential Performance Criteria.

Collegiality Plan
A Collegiality Plan can be a part of the performance planning process related to the **Professional Development Plan** (**PDP**) design and implementation.

Collegial planning is based on the premise that effective teaching processes are not limited to the behavior/activities of individual teachers working in individual classrooms, but are the result of collaborative activities engaging teachers, support staff, administrators, and community members in a climate of open communication, teaming, and commitment to professional and personal development.

The purpose of collegial planning is to create positive interaction in one or more of the following areas:

- enhancement of knowledge and skills related to teaching effectiveness
- enhancement of understanding each educator's role in supporting the movement along a quality continuum
- enhancement of understanding the interaction between schools and their customers, internal and external

The teacher and administrator may select one or more professional resource persons as colleague(s) as appropriate. Colleagues may be selected from the educational community. Members of the collegial team are identified on the appropriate **PDP** form. The collegial team, consisting of an individual teacher and colleague(s) will meet appropriately during the year to develop, monitor, and adjust strategies linked to identified goal(s). The collegial relationship is intended to be mutually beneficial and to serve as a catalyst for quality enhancement for all members of the team.

Classroom Teachers Serving More Than One School
When a teacher serves more than one school, one administrator from each school will complete the appropriate observation(s) of the teacher. The Superintendent or his designee will designate one administrator as the immediate supervisor for that teacher. It is the responsibility of the immediate supervisor to implement the following:

- Orientation and/or Planning Sessions (Including development of the **Individual Professional Growth Plan** (**IPGP**)
- Completion of **EPC Self Assessment Form** (**EPCSA**)
- Joint completion of **Quality Performance Summary Assessment** (**QPSA**)
- Joint conferencing in all relevant situations (**QPSA, PDP, IPGP**)

Itinerant Teachers supervised by persons other than a principal, will be assessed by the appropriate supervisor using all normal assessment procedures.

Records of Assessment Forms
Teachers and administrators will receive/retain copies of completed forms as follows:

- **Quality Performance Observation Instrument** (**QPOI**) as is appropriate
- **Quality Performance Summary Assessment Form** (**QPSA** element of **Unified Forms**)
- **Professional Development Plan** (**PDP**)
- **Individual Professional Growth Plan** (**IPGP**)

All teacher assessment system forms are "Word Forms or Excel" documents. Create copies as needed for the Forms (EPCSA, QPSA), QPOI, IPGP and PDP. Typically, 3 copies of the QPSA and 1-2 copies of the others are needed. The teacher receives the original and the administrator retains a copy for the school record. One copy is sent to Human Resource Services for the employee's personnel record as appropriate and in accordance with established time lines.

Continuing Performance - Critical Incidents

A. Continuing performance by a teacher or any Critical Incident concerning a teacher's performance that might result in ratings of Unsatisfactory on one or more of the Essential Performance Criteria on the Quality Performance Summary Assessment should be brought to the attention of the teacher in a timely manner.

   1) A <u>Critical Incident</u> generally refers to those cases in which the administrator has evidence of the <u>lowest levels of performance</u> as described in the EPC Rating Rubrics located in Appendix C.

   2) <u>Continuing Performance</u> that may result in a rating of Unsatisfactory or Needs Improvement on one or more of the Essential Performance Criteria refers to observed performance over time. In this scenario, the administrator may bring the problem to the attention of the teacher at the time it is observed or during discussion of QPSA. The purpose of the summary assessment conference is to review teacher performance for the year, with emphasis on performance patterns; to discuss strengths and developmental needs; and to identify focus areas for improvement and growth for the coming year.

B. If such performance is classroom performance observed for the first time during any classroom observation, it must be brought to the teacher's attention either during or before the appropriate conference. If such performance results in not meeting one or more of the essential performance criteria, a Professional Development Plan (PDP), will be written.

C. If the necessary improvements are not made according to the time frame set in the Professional Development Plan, the teacher may be subject to procedures as outlined in Florida Statutes.

Consecutive Unsatisfactory Assessments

Florida Statute 1012.34 requires the Superintendent to notify the Florida Department of Education of any instructional personnel who receives two (2) consecutive unsatisfactory annual assessments. The identification of an unsatisfactory annual assessment will be based upon the QPSA and will be determined by the principal. ***A report of unsatisfactory performance must be made for teachers having ratings of "Unsatisfactory" on two (2) or more of the EPCs, for two years in succession.*** The principal will notify teachers who are identified as performing in an overall unsatisfactory manner during the appropriate conference and will notify the Assistant Superintendent for Human Resource Services of the same annually.

Extenuating Circumstances

In extenuating circumstances when a deadline cannot be met by the teacher, administrator, or immediate supervisor, a written request for waiver will be sent to the Superintendent. The assessment report will then be completed by a time mutually agreeable to the teacher and the administrator.

Disagreements On Assessment Of Job Performance

See Appendix A, Florida Statute 1012.34 for details concerning procedures applied if a teacher is assessed as not performing his or her duties in a satisfactory manner.

Any disagreements on job performance not addressed by processes as outlined in Florida Statute 1012.34 and which cannot be resolved in the conference may be referred to the appeal procedure. This procedure consists of the employee requesting a joint meeting with the administrator and the administrator's immediate superior in attempting to reach a satisfactory resolution of the disagreement(s). If it cannot be resolved at that level, then the employee may request a joint meeting with the administrator and the Superintendent or Superintendent's designee to attempt a resolution to the issue, and this will be the final step in the appeal procedure.

Appeal to the administrator or supervisor's immediate superior must be completed within ten (10) working days after the assessment conference. Each step of the appeal procedure must be completed within ten (10) working days of the previous step.

Access To Assessment Files

The complete assessment files of each teacher will be open to inspection as needed to:

- School Board members.
- Superintendent or principal or their respective designees.
- Supervisor of the employee.
- Employee.
- Designee of employee.
- Law enforcement personnel involved in a lawful criminal investigation.

Using The Observation Form (QPOI)

The Quality Performance Observation Instrument (QPOI) is the only <u>formal</u> observation instrument applied in the district's teacher assessment system. It is the focus for all formal observations applied with teachers assessed by Category One and Category Two Processes. The administrator may observe the class for a specific time-period of varied length and should mark, with a "check", any behaviors that were seen directly in, or inferred from, the classroom environment, structure, and teacher/student behavior. The items should be marked as they are observed, or marked soon after the observation as a part of a reflective process undertaken by the administrator. It is highly unlikely (and unnecessary) that all or even a majority of the behavioral indicators will be marked in one observation, or even multiple observations. The QPOI may also be applied on an on-going and continuous basis as a part of short observations as a part of a "multiple short observation technique" as school administrators interact with teachers throughout the year. One form or multiple forms may be used on an on-going basis in such cases, with observed behaviors documented on the form in a collective fashion. Assessment ratings for these criteria should NOT be based solely on a single observation, but rather developed as a part of multiple informal observations along with any appropriate formal observations that have occurred during the year. The QPOI may also serve as a "professional development tool" to inform staff related to what exemplary teacher performance in a classroom looks like in terms of things that can be seen or experienced during the observation process. <u>The instrument is NOT to be marked as a "tally sheet", but rather is to be completed from the perspective of having observed or experienced evidence of specific behavioral indicators during the observation at least once. Marking multiple checks for the indicators during individual observations is NOT appropriate and should NOT occur.</u>

School administrators may use any type of observation form or process to gather data relevant to research-based teaching practices. Clinical Educator, FPMS Formative Instruments, Qualities of Effective Teaching, Classroom Checklists, etc. are examples of these types of tools. **Data gathered using such tools/instruments may be used in relation to the completion of the QPOI for evaluation/observation purposes as deemed to be appropriate by the administrator.**

Training Of Administrators In Assessment Content and Processes

Training for all personnel responsible for assessing teachers will occur on an annual basis with delivery mechanisms and content developed and implemented collaboratively by PD staff and Senior Directors as follows:

Delivery Mechanisms	Content
Annual Orientations and Updates	New Processes & Criteria
Ongoing Level Group Meetings	Processes, Structures, Criteria & Skills
Level Group Meetings	Professional Development And Learning Community Development
Individual Coaching	Skill Development & Problem Resolution
District Wide Inservice As Needed	Skill Development & Criteria Analysis

Training content and processes for administrative personnel that assess teacher performance will target the following for all assessment categories:

*Assessment System Procedures
*Specific Processes and Timelines
*Criteria and Rating Scales Operational Definitions
*Criteria Analysis and Documentation
*Development of Individual Professional Growth Plans (IPGP), Professional Development Plans (PDP)
*Application of the varied rubrics for use when determining ratings for specific EPCs
*Conferencing, Coaching and Feedback Skills

Training will include theory, content knowledge, skill development and application, practice with feedback, coaching and other appropriate follow-up strategies.

APPENDIX A

LEGAL BASIS FOR ASSESSMENT PROCEDURES

AND CRITERIA

The material found in this section of the manual provides the legal basis for personnel assessment procedures and criteria as described in the Florida Statutes and Polk County School Board Policy.

1012.34 Assessment procedures and criteria.--

(1) For the purpose of improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The Department of Education must approve each district's instructional personnel assessment system.

(2) The following conditions must be considered in the design of the district's instructional personnel assessment system:

(a) The system must be designed to support district and school level improvement plans.

(b) The system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel.

(c) The system must include a mechanism to give parents an opportunity to provide input into employee performance assessments when appropriate.

(d) In addition to addressing generic teaching competencies, districts must determine those teaching fields for which special procedures and criteria will be developed.

(e) Each district school board may establish a peer assistance process. The plan may provide a mechanism for assistance of persons who are placed on performance probation as well as offer assistance to other employees who request it.

(f) The district school board shall provide training programs that are based upon guidelines provided by the Department of Education to ensure that all individuals with evaluation responsibilities understand the proper use of the assessment criteria and procedures.

(3) The assessment procedure for instructional personnel and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. Pursuant to this section, a school district's performance assessment is not limited to basing unsatisfactory performance of instructional personnel and school administrators upon student performance, but may include other criteria approved to assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. The procedures must comply with, but are not limited to, the following requirements:

(a) An assessment must be conducted for each employee at least once a year. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually as specified in s. 1008.22 and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program. The assessment criteria must include, but are not limited to, indicators that relate to the following:

1. Performance of students.

2. Ability to maintain appropriate discipline.

3. Knowledge of subject matter. The district school board shall make special provisions

for evaluating teachers who are assigned to teach out-of-field.

4. Ability to plan and deliver instruction and the use of technology in the classroom.

5. Ability to evaluate instructional needs.

6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement.

7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board.

(b) All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.

(c) The individual responsible for supervising the employee must assess the employee's performance. The evaluator must submit a written report of the assessment to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the assessment takes place. The evaluator must discuss the written report of assessment with the employee. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to his or her personnel file.

(d) If an employee is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

1. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

2.a. If the employee holds a professional service contract as provided in s. 1012.33, the employee shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, a transfer does not extend the period for correcting performance deficiencies.

b. Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

(I) A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The

determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

(II) A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

(4) The district school superintendent shall notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the district school board intends to terminate, or not renew, their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificateholder pursuant to s. 1012.795(1)(b).

(5) The district school superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator's performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

(6) Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his or her contract.

(7) The district school board shall establish a procedure annually reviewing instructional personnel assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to assess instructional personnel. Upon request by a school district, the department shall provide assistance in developing, improving, or reviewing an assessment system.

(8) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, that establish uniform guidelines for the submission, review, and approval of district procedures for the annual assessment of instructional personnel and that include criteria for evaluating professional performance.

History.--s. 708, ch. 2002-387; s. 7, ch. 2004-255; s. 11, ch. 2004-295; s. 60, ch. 2006-74.

1012.22 Public school personnel; powers and duties of the district school board.--The district school board shall:

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(a) *Positions, qualifications, and appointments.--*

1. The district school board shall act upon written recommendations submitted by the district school superintendent for positions to be filled, for minimum qualifications for personnel for the various positions, and for the persons nominated to fill such positions.

2. The district school board may reject for good cause any employee nominated.

3. If the third nomination by the district school superintendent for any position is rejected for good cause, if the district school superintendent fails to submit a nomination for initial employment within a reasonable time as prescribed by the district school board, or if the district school superintendent fails to submit a nomination for reemployment within the time prescribed by law, the district school board may proceed on its own motion to fill such position.

4. The district school board's decision to reject a person's nomination does not give that person a right of action to sue over the rejection and may not be used as a cause of action by the nominated employee.

(b) *Time to act on nominations.--*The district school board shall act not later than 3 weeks following the receipt of FCAT scores and data, including school grades, or June 30, whichever is later, on the district school superintendent's nominations of supervisors, principals, and members of the instructional staff.

(c) *Compensation and salary schedules.--*

1. The district school board shall adopt a salary schedule or salary schedules designed to furnish incentives for improvement in training and for continued efficient service to be used as a basis for paying all school employees and fix and authorize the compensation of school employees on the basis thereof.

2. A district school board, in determining the salary schedule for instructional personnel, must base a portion of each employee's compensation on performance demonstrated under s. 1012.34, must consider the prior teaching experience of a person who has been designated state teacher of the year by any state in the United States, and must consider prior professional experience in the field of education gained in positions in addition to district level instructional and administrative positions.

3. In developing the salary schedule, the district school board shall seek input from parents, teachers, and representatives of the business community.

4. Beginning with the 2007-2008 academic year, each district school board shall adopt a salary schedule with differentiated pay for both instructional personnel and school-based administrators. The salary schedule is subject to negotiation as provided in chapter 447 and must allow differentiated pay based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

(d) *Contracts and terms of service.--*The district school board shall provide written contracts for all regular members of the instructional staff.

(e) *Transfer and promotion.--*The district school board shall act on recommendations of the district school superintendent regarding transfer and promotion of any employee.

(f) *Suspension, dismissal, and return to annual contract status.--*The district school board shall suspend, dismiss, or return to annual contract members of the instructional staff and other school employees; however, no administrative assistant, supervisor, principal, teacher, or other member of the instructional staff may be discharged, removed, or returned to annual contract except as provided in this chapter.

(g) *Awards and incentives.*--The district school board shall provide for recognition of district employees, students, school volunteers, and advisory committee members who have contributed outstanding and meritorious service in their fields or service areas. After considering recommendations of the district school superintendent, the district school board shall adopt rules establishing and regulating the meritorious service awards necessary for the efficient operation of the program. An award or incentive granted under this paragraph may not be considered in determining the salary schedules required by paragraph (c). Monetary awards shall be limited to persons who propose procedures or ideas adopted by the board which will result in eliminating or reducing district school board expenditures or improving district or school center operations. Nonmonetary awards shall include, but are not limited to, certificates, plaques, medals, ribbons, and photographs. The district school board may expend funds for such recognition and awards. No award granted under this paragraph shall exceed $2,000 or 10 percent of the first year's gross savings, whichever is greater.

(h) *Planning and training time for teachers.*--The district school board shall adopt rules to make provisions for teachers to have time for lunch, professional planning, and professional development time when they will not be directly responsible for the children if some adult supervision is furnished for the students during such periods.

(i) *Comprehensive program of staff development.*--The district school board shall establish a comprehensive program of staff development that incorporates school improvement plans pursuant to s. 1001.42 and is aligned with principal leadership training pursuant to s. 1012.986 as a part of the plan.

(2) Adopt policies relating to personnel leave as follows:

(a) *Annual leave.*--The district school board may adopt rules that provide for the earning of annual leave by employees, including educational support employees, who are employed for 12 calendar months a year.

(b) *Sick leave.*--The district school board may adopt rules relating to sick leave, in accordance with the provisions of this chapter.

(c) *Illness-in-line-of-duty leave.*--The district school board may adopt rules relating to illness-in-the-line-of-duty leave, in accordance with the provisions of this chapter.

(d) *Sabbatical leave.*--The district school board may adopt rules relating to sabbatical leave, in accordance with the provisions of this chapter.

History.--s. 697, ch. 2002-387; s. 50, ch. 2003-391; s. 56, ch. 2006-74; s. 7, ch, 2007-3; s. 180, ch. 2007-5.

The School Board of Polk County, Florida Policy 3.004 **6Gx53-3.004**
EVALUATIONS:

A written evaluation shall be processed at least once each school year.

I. Superintendent's Responsibility: It is recognized that the law charges the Superintendent with the full responsibility of making recommendations to the Board with regard to all personnel matters.

A. Procedures/Criteria: The Superintendent shall establish procedures and criteria for evaluating the job performance of all personnel in the District.

B. Evaluation Process: The evaluation process serves the Superintendent in the continuing effort to improve the quality of service to education in the public schools of the District.

1. Continuous Improvement: Notwithstanding the formal evaluation procedures in place, the Superintendent is charged with the responsibility of taking the necessary steps to bring about continuous improvement.

2. Positive Role Models: The Superintendent can reasonably require that employees be positive role models within the educational community.

II. Procedures: Prior to any assessment, all employees shall be fully informed of the criteria and procedures associated with the evaluation process.

A. Written Evaluation: The employee shall be given a copy of the written evaluation that shall be disclosed and discussed with the employee by the person responsible for preparing the report.

B. Performance Rating: The Superintendent shall determine the final performance rating based upon a thorough review of the written evaluation together with all other pertinent information available.

C. Unsatisfactory Performance: Employees are subject to personnel actions which may include transfer, suspension, demotion, or dismissal for unsatisfactory performance based upon, but not limited to, those charges outlined in 3.005-I, Disciplinary/ Hearing Procedures.

1. Notification of Performance Deficiencies: The employee shall be given reasonable notice of performance deficiencies which could result in personnel action or as otherwise provided in the various Collective Bargaining Agreements.

    a. Written Recommendations: The employee shall also be provided with written recommendations to correct the specific areas of unsatisfactory performance within a prescribed period of time.

    b. Correct Deficiencies: The evaluator shall thereafter confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct such deficiencies within a reasonable, prescribed period of time, all of which shall be reduced to writing and signed by the evaluator.

2. Written Response: The employee shall have the right to initiate a written response to the evaluation that shall become a permanent attachment to the employee's personnel file.

III. Personnel File: A written record of each evaluation shall be filed in the employee's personnel file maintained at the District office.

    A. Confidentiality: The current written evaluation shall be held as confidential information for a period of one (1) year from the date of such report.

    B. Inspection: During that one (1) year period the written evaluation may be inspected only by the School Board, the Superintendent, the principal, the employee, and for just cause by such other persons as the employee or Superintendent may authorize in writing.

IV. Addendum to Evaluation: In the exercise of sound discretion, the Superintendent or designee may order an interim evaluation if it is determined that the same is needed to fulfill the statutory obligation of continued improvement, which addendum shall be attached to and made a part of the most recent evaluation.

V. Disclosure: Prior to conducting any evaluation, the evaluator shall submit written notification to their immediate supervisor for the purpose of disclosing any family or business relationship with an employee subject to evaluation by said evaluator in order to determine if a fair and impartial evaluation can be made.
Statutory Authority: Florida Statutes 1001.32, 1001.41, 1001.42, and 1001.43
Laws Implemented: Florida Statute, Chapter 1012, Personnel
Adopted: July 26, 1972
Readopted: January 18, 1992
Amended:

APPENDIX B

**THE FLORIDA
EDUCATOR ACCOMPLISHED PRACTICES**

This section of the manual contains operational definitions for each of the Florida Educator Accomplished Practices in the form of a brief narrative descriptor and several sample behavioral indicators. These 12 Florida Educator Accomplished Practices are clustered into seven (7) of the eight (8) Essential Performance Criteria.

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development and Learning

8. Knowledge of Subject Matter
9. Learning Environments
10. Planning
11. Role of the Teacher
12. Technology

Accomplished Competencies for Teachers of the Twenty-First Century
(FLORIDA EDUCATION STANDARDS COMMISSION)

ASSESSMENT - Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Sample Key Indicators

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

Uses multiple perspectives to diagnose student behavioral 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' performance of specified outcomes.

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

Modifies 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.

COMMUNICATION - 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 the 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.

CONTINUOUS IMPROVEMENT - 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 on 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 up to date 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.

CONTINUOUS IMPROVEMENT (CONTINUED) - Engages in continuous professional quality improvement for self and school.

Sample Key Indicators

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 strengths 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 professional judgment and ability to articulate expectations with colleagues, families, and the business community.

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

CRITICAL THINKING - Uses appropriate techniques and strategies to 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 student's work and adjusts strategies in response to learner's needs and successes in creative thinking activities.

Proposes open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.

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.

DIVERSITY - 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 learning needs.

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 that are multicultural.

Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student's 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 that will enable the student to practice skills and knowledge needed for success as an adult.

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

ETHICS - Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Sample Key Indicators

Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

Shall encourage a student's independent action in pursuit of learning.

Shall provide for a student's access to diverse points of view.

Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

Shall not use institutional privileges for personal gain or advantage.

Shall maintain honesty in all professional dealings.

Shall 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.

Shall support a colleagues' right to exercise political or civil rights and responsibilities.

HUMAN DEVELOPMENT AND LEARNING - Uses an understanding of learning and human development to provide a positive learning environment that 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.

KNOWLEDGE OF SUBJECT MATTER - 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 views.

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.

LEARNING ENVIRONMENTS - 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, 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.

PLANNING - 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 that 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 reengage the 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.

PLANNING (CONTINUED) - Plans, implements, and evaluates effective instruction in a variety of learning environments.

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 instruction.

ROLE OF THE TEACHER - 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 way 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' educational, 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 the teacher.

TECHNOLOGY - Uses appropriate technology in teaching and learning processes.

<u>**Sample Key Indicators**</u>

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 share findings with others.

Teaches students how 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. construct assessment exercises, prepare programmed instruction, use word processing, produce graphic materials, etc.

Uses appropriate technologies to create and maintain 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.

APPENDIX C

EPC RATING PROCESS

EPC RUBRIC DESCRIPTIONS

This section of the manual contains the descriptions of the Rating Rubric used with Essential Performance Criteria Items #1 through #8. **It is also the content of the Essential Performance Criteria Self-Assessment [EPCSA] completed by teachers and Assessment Rating Resource Tool for Administrators.**

EPC #1- Student Performance
Rating Rubric

Outstanding	**Evidence exists that <u>90% or more</u> of the teacher's students are achieving <u>grade level or content area expectations at a grade of "C" or higher</u> as demonstrated from an analysis of report Card Grade Distribution Data through three 9-Week Grading Periods**
High Performing	**Evidence exists that <u>80% -89%</u>of the teacher's students are achieving <u>grade level or content area expectations at a grade of "C" or higher</u> as demonstrated from an analysis of report Card Grade Distribution Data through three 9-Week Grading Periods**
Satisfactory	**Evidence exists that <u>70% -79%</u> of the teacher's students are achieving <u>grade level or content area expectations at a grade of "C" or higher</u> as demonstrated from an analysis of report Card Grade Distribution Data through three 9-Week Grading Periods**
Needs Improvement	**Evidence exists that <u>60% - 69%</u> of the teacher's students are achieving <u>grade level or content area expectations at a grade of "C" or higher</u> as demonstrated from an analysis of report Card Grade Distribution Data through three 9-Week Grading Periods**
Unsatisfactory	**Evidence exists that <u>fewer than 60%</u> of the teacher's students are achieving <u>grade level or content area expectations at a grade of "C" or higher</u> as demonstrated from an analysis of report Card Grade Distribution Data through three 9-Week Grading Periods**

<u>*****The target "Grade Reporting Score" is **"C" or "S" and Above**.</u>

<u>*****The data used for determining the rating by the administrator will be the mean score of the total number of students over the three grading periods in the form of a percentage [rounded up to the nearest whole %].</u>

EPC Rating Rubric Resource Tool & EPCSA 07-08

Teacher Name		Date		☐ Self-Assessment

(Resource for Self-Assessment by Teachers [EPCSA] and…
Assessment Rating Resource Tool for Administrators)
<mark>Select only One Choice in Each Rubric</mark> [set of 5 Statements]

Teacher Essential Performance Criteria

Student Performance

<mark>Teachers will NOT complete a self-assessment rating related to Student Performance</mark>

Planning for Learning:

Relevance and Clarity of Learning Goals – Suitability for Diverse Students

☐	Learning *goals are consistently valuable* in relation to their expectations or conceptual understanding for students and in their importance of learning. Teacher *articulates how goals establish high expectations* and *relates goals directly to Sunshine State Standards.* All instructional *goals are clear and written in the form of student learning*, and *permit variable and viable methods of assessment*. Goals *reflect student initiative* in establishing important student learning. Goals are *always suitable for the diverse learning needs* of students. *Teacher acts as a resource to others related to this EPC variable.*
☐	Learning *goals are consistently valuable* in relation to their expectations or conceptual understanding for students and in their importance of learning, and *relate directly to the Sunshine State Standards*. All instructional *goals are clear and written in the form of student learning*, and *permit viable methods of assessment*. Goals *consistently reflect several types of learning and opportunities* for diverse students.
☐	Learning *goals are valuable* in relation to their expectations or conceptual understanding for students and in their importance of learning. Goals *are related to the Sunshine State Standards*. *Most* instructional *goals are clear and written in the form of student learning*, and *permit viable methods of assessment*. Goals are *suitable for varied learning needs of students*.
☐	Learning *goals are minimally valuable* in relation to their expectations or conceptual understanding for students and in their importance of learning and *only sometimes relate to the Sunshine State Standards.* Learning *goals are only moderately clear* or include a combination of goals and activities. Some *goals do not permit viable assessment*.
☐	Learning *goals are not valuable and represent low expectations or no conceptual understanding for students*. Goals do not reflect important learning related to the Sunshine State Standards. *Learning goals are either not clear or are stated as student activities*. Goals *do not permit viable assessment*. Goals are *not suitable for the diverse learning needs* of students.

Knowledge of Students- Varied Approaches to Learning and Age Group

☐	Teacher *uses knowledge of students' varied approaches to learning* in instructional planning. Teacher displays *knowledge of typical developmental characteristics of age group, exceptions to the age group patterns*, and the extent to which each student follows patterns. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher displays solid *understanding of the different approaches to learning* that different students exhibit. Teacher displays thorough knowledge of typical characteristics of age group as well as exceptions to the general age group patterns.
☐	Teacher displays *general understanding of the different approaches to learning* that students exhibit. Teacher displays *generally accurate knowledge of developmental characteristics of age group*.
☐	Teacher displays *some awareness of the different approaches to learning* that students exhibit, such as learning styles, modalities and different "intelligences". Teacher *displays limited accurate knowledge of typical developmental characteristics of age group*.
☐	Teacher is *unfamiliar with the different approaches to learning* that students exhibit, such as learning styles, modalities and different "intelligences". Teacher *displays little or no knowledge of developmental characteristics of age group*.

Resources for Teaching

☐	Teacher *consistently actively seeks relevant materials to enhance instruction*, for example, from district, professional organizations, community organizations, etc. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *seeks relevant materials to enhance instruction,* for example, from district, professional organizations, community organizations, etc.
☐	Teacher demonstrates *full awareness of resources available through the school or district*.
☐	Teacher demonstrates *limited awareness of resources* available through the school or district.
☐	Teacher is *unaware of resources* available through the school or district.

Planning for Use of Technology

☐	Teacher plans for the *significant integration of technology into instructional process* for all units to enhance student learning and *provides support to peers* integrating technology into the instructional process to enhance student learning.
☐	Teacher *consistently plans for the significant integration of technology* into instructional process to enhance student learning.
☐	Teacher *plans adequately for the integration of technology* into instructional process to enhance student learning.
☐	Teacher plans for *only a limited integration of technology* into the instructional process to enhance student learning.
☐	Teacher is *unaware of ways in which technology can be integrated* into the instructional process to enhance student learning, or *chooses not to plan for the use of technology* to enhance instruction.

<u>I</u>nstructional Strategies

Knowledge of Content-Related Pedagogy and Representation of Content

☐	Teacher displays ***continuing search for best pedagogical practice*** within the discipline and ***anticipates student misconceptions***. Representation of content is appropriate and ***always relates to students' knowledge and experience. Students contribute to representation of content***. Teacher ***serves as a resource to others*** related to pedagogical practice***.***
☐	Pedagogical practices ***typically reflect current research on best pedagogical*** practice within the discipline. Representation of content is appropriate and typically relates to students' knowledge and experience. ***Students connect to the content***.
☐	Teacher ***displays basic pedagogical knowledge*** related to the discipline. Representation of content is appropriate and ***most content relates to most students' knowledge and experience***.
☐	Teacher displays ***limited understanding of pedagogical issues involved in student learning of the content***. Representation of content is ***inconsistent in quality. Content is difficult to follow*** or ***does not relate to students' prior knowledge***.
☐	Teacher displays ***little or no understanding of pedagogical issues*** involved in student learning of the content. Representation of ***content is inappropriate and unclear*** or teacher ***uses poor examples and analogies***.

Knowledge of Students' Interest & Cultural Heritage

☐	Teacher ***consistently displays knowledge of the interests or cultural heritage*** of each student and ***consistently uses that knowledge in the instructional process. Teacher acts as a resource to others related to this EPC variable.***
☐	Teacher ***displays knowledge of the interests or cultural heritage of groups of students*** and ***always makes appropriate use of this knowledge*** for instruction.
☐	Teacher ***displays knowledge*** of the interests or cultural heritage of groups of students and ***sometimes uses this knowledge*** for instructional purposes.
☐	Teacher ***sometimes recognizes the value*** of understanding students' interests or cultural heritage, but ***makes minimal use of this knowledge*** for instructional purposes.
☐	Teacher ***displays little knowledge*** of students' interests or cultural heritage and ***does not indicate that such knowledge is valuable.*** Teacher ***ignores potential use*** of this knowledge for instructional purposes.

Instructional Materials & Resources

☐	***All materials and resources support*** the instructional goals, and ***consistently engage students*** in meaningful learning. There is ***significant evidence of student participation*** in selecting or adapting materials. ***Instructional materials and resources are always suitable*** to the instructional goals and ***engage students*** mentally. ***Students initiate choice***, ***adaptation, or creation of materials*** to enhance their own learning. ***Teacher acts as a resource to others related to this EPC variable.***
☐	***All materials and resources support*** the instructional goals, and ***most engage students*** in meaningful learning. There is ***evidence of some student participation*** in selecting or adapting materials. Instructional ***materials and resources are typically suitable*** to the instructional goals ***and engage students mentally. Teacher encourages students to initiate choice, adaptation, or creation of materials*** to enhance their learning.
☐	***Most materials and resources support*** the instructional goals and ***engage students*** in meaningful learning. Instructional ***materials and resources are typically suitable*** to the instructional goals ***and engage students mentally***.
☐	***Some of the materials and resources support*** the instructional goals, and ***some engage students*** in meaningful learning. Instructional ***materials and resources are partially suitable*** to the instructional goals, or ***students' level of mental engagement is moderate***.
☐	***Materials and resources do not support*** the instructional goals or engage students in meaningful learning. Instructional ***materials and resources are unsuitable*** to the instructional goals, or ***do not engage students*** mentally.

Lesson & Unit Structure and Pacing

☐	*All lesson structures are consistently clear* and *allow for different pathways* according to student needs. The structure is *consistently highly coherent* and *allow for student reflection* and closure as appropriate. *Pacing of lessons is appropriate for all students. Students take initiative to reflect* on their learning. *Teacher acts as a resource to others related to this EPC variable.*
☐	Lessons *always have a clearly defined structure* around which engaging activities are organized. *Time allocations are appropriate* for planned activities. The structure of lessons is *consistently coherent*, *allowing for student reflection* and closure as appropriate. *Pacing of lessons is appropriate for most* students.
☐	Lessons *typically have a clearly defined structure* around which engaging activities are organized. *Time allocations are reasonable* for planned activities. The structure of lessons is clearly defined and consistent with instructional goals. *Pacing of lessons is usually consistent with student needs*.
☐	Lessons have a recognizable structure, however the *structure is not uniformly maintained throughout*. Appropriate *time allocations are applied inconsistently*. Lessons have a recognizable structure, but *are not uniformly maintained throughout lesson* delivery. *Pacing of lessons is inconsistent*.
☐	Lessons have *no clearly defined structure*, or the structure is *chaotic*. *Time allocations are unreasonable*. Lessons have *no clearly defined structure*, or are *paced poorly*.

Instructional Groups

☐	*Instruction groups are always productive and fully appropriate* to the students or to the instructional goals of the lesson. *Students take initiative to influence instructional groups* to advance their understanding. *Teacher acts as a resource to others related to this EPC variable.*
☐	*Instruction groups are always productive and fully appropriate* to the students or to the instructional goals of the lesson. The *teacher encourages students to take initiative to influence instructional groups* to advance their understanding.
☐	*Instruction groups are typically productive and generally appropriate* to the students and instructional goals of the lesson.
☐	*Instructional groups are only partially appropriate* to the students or *only moderately successful in advancing the instructional goals* of a lesson.
☐	*Instructional groups are inappropriate* to students or to instructional goals.

Application of Research-Based Practices- Activities & Assignments

☐	Teacher *consistently applies only research-based instructional practices related to the content area being taught* and that contribute to addressing student learning needs *in relation to the essential curriculum*. *Teacher models those strategies for other teachers in the school.* All *students are consistently cognitively engaged* in their exploration of content. *Students initiate and adapt activities and projects to enhance understanding. Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *consistently applies research-based instructional practices related to the content area being taught* and that contribute to addressing student learning needs *in relation to the essential curriculum.* Students are consistently cognitively engaged in their exploration of content. The teacher *encourages students to initiate and adapt activities and projects* to enhance understanding.
☐	Teacher *consistently applies only research-based instructional practices in relation to the essential curriculum*. Most *activities and assignments are appropriate* to students. *Almost all students are engaged cognitively* in them.
☐	Teacher *applies research-based instructional practices inconsistently in relation to the essential curriculum. Some activities and assignments are appropriate* to students and engage them mentally, but others do not.
☐	Teacher is *unaware of significant research-based instructional practices* and *does not relate instructional practices to the essential curriculum*. *Activities and assignments*

	are inappropriate. Students are not mentally engaged.

Knowledge of Subject Matter

Knowledge of Content

☐	Teacher displays **very extensive content knowledge**, with evidence of **continuing the pursuit of such knowledge**; demonstrates **expert knowledge of the content area Sunshine State Standards Strands and Benchmarks**; demonstrates **ability to integrate content of other disciplines** with personal area of content expertise. Teacher **serves as resource to others** related to content knowledge.
☐	Teacher displays **solid content knowledge** and makes **connections between the essential content** and other parts of the discipline **and/or other disciplines**.
☐	Teacher displays **basic content knowledge** and can **articulate connections with other parts of the discipline or with other disciplines**.
☐	Teacher d**isplays basic content knowledge** but **cannot articulate connections with other parts of the discipline** or **with other disciplines**.
☐	Teacher **makes content errors** or **does not correct content errors students make**. Teacher **lacks basic understanding of the discipline.**

Importance of the Content

☐	Teacher **consistently fosters positive learning culture in the classroom**. **Students demonstrate active participation, curiosity, and attention** to detail valuing the content. Teacher **serves as resource to others** related to **developing positive learning culture** in classrooms.
☐	Teacher **consistently conveys genuine enthusiasm for subject**, and **all students demonstrate commitment to** its value.
☐	Teacher typically **conveys enthusiasm for the subject**, and **most students demonstrate commitment** to its value.
☐	Teacher **communicates importance of content but with little conviction** and **minimal apparent buy-in by students is evident**.
☐	**Teacher or students convey a negative attitude toward content**.

Enhancement of Content Knowledge & Pedagogical Skill

☐	Teacher **seeks numerous opportunities for professional development** and **applies learning from professional development** to address student learning needs; makes a **systematic attempt to apply action research in the classroom**; **provides leadership related to professional development** in the school or district.
☐	Teacher **seeks numerous opportunities for professional development and applies learning from professional development** to address student learning needs.
☐	Teacher **participates in professional development and applies learning from professional development** to address student learning needs.
☐	Teacher **participates in professional development activities to a limited extent** when they are convenient. **Minimal effort is made to apply learning** to address student learning needs.
☐	Teacher **avoids professional development activities designed to enhance content knowledge or related pedagogical skill**.

Assessing for Learning & Instruction:

Knowledge of Students' Skills and Knowledge

☐	Teacher *consistently displays knowledge of students' skills and knowledge for each student, including those with special needs*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *consistently displays knowledge of students' skills and knowledge for groups of students* and *recognizes the value of this knowledge to improve instruction*.
☐	Teacher *articulates the value of understanding students' skills and knowledge, and displays its use to inform instruction*.
☐	Teacher *recognizes the value of understanding students' skills and knowledge, but displays this knowledge for the class only as a whole*.
☐	Teacher *displays little knowledge of students' skills and knowledge* and/or *does not indicate that such knowledge is valuable*.

Congruence of Instructional Assessment Criteria, Standards and Goals

☐	*Assessment criteria and standards are clear or have been clearly and consistently communicated to students*. *Evidence exists that students have contributed* to the development of the *criteria and standards* as appropriate. *Assessments are completely congruent with the instructional goals*, both in content and process. *Engages students in self-assessment* related learning goals. *Teacher acts as a resource to others related to this EPC variable.*
☐	*Assessment criteria and standards are clear or have been clearly communicated to students*. *Students have demonstrated understanding* of the criteria. A*ssessments are typically congruent with the instructional goals*, both in content and process. Teacher *encourages student self-assessment*.
☐	*Assessment criteria and standards have been clearly communicated to students*. The *instructional goals are assessed through appropriate processes*.
☐	*Assessment criteria and standards* have been developed *but they are either not clear or have not been clearly communicated* to students. *Teacher uses only a single assessment method related to instructional goals* and *does not provide opportunities for student self assessment*.
☐	Teacher's approach to *assessment contains no clear criteria or standards. Content and process of assessment lack congruence with instructional goals*.

Quality and Timeliness of Feedback

☐	Teacher provides feedback that is *consistently high quality and timely*. *Students make prompt use of feedback* in their learning. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher provides *feedback that is consistently high quality and timely*. Provision is made for *students to use feedback* in their learning.
☐	Teacher provides *feedback that is consistently high quality and timely*.
☐	Teacher provides *feedback that is inconsistent in quality and timeliness*.
☐	Teacher *does not provide feedback* or it is *typically of poor quality* and/or *not* provided in *timely* manner.

Varied Methods of Assessment

☐	Teacher *consistently assesses student learning in varied and multiple ways*; *provides students with numerous choices* related to assessment of their learning. *Students assess their own learning based on criteria* on which they gave input. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *assesses student learning in varied and multiple ways*; provides students with *several choices related to assessment* of their learning; *encourages students to self assess related* to their learning.
☐	Teacher *assesses student learning in varied ways*; *provides students with some choices* related to assessment of their learning.
☐	Teacher *assesses some instructional goals appropriately*, but *inconsistently*.
☐	Teacher *uses inappropriate assessment methods* to determine student learning.

Data Analysis and Use of Assessment Results

☐	Teacher *consistently analyzes student achievement data and develops learning goals for both individual students and groups*. Analysis is ongoing and comprehensive and relates to the essential curriculum. Teacher *explains analysis of data to students* so that students become aware of their strengths, adequacies and developmental needs. *Analysis is ongoing and comprehensive and teacher integrates learning needs and goals to the essential curriculum*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *analyzes student achievement data and develops learning goals* for both individual students and groups. Teacher *explains analysis of data to students* so that students become aware of their strengths, adequacies and developmental needs. Analysis is *ongoing and comprehensive and teacher integrates learning needs and goals to the essential curriculum*.
☐	Teacher *analyzes student achievement data and develops learning goals* for groups. *Analysis is ongoing and relates to the essential curriculum*.
☐	Teacher *analyzes student achievement data sporadically* and *occasionally develops learning goals* for groups based on data analysis.
☐	Teacher d**oe***s not use student assessment data to identify student learning needs or establish student learning goals* for groups or individual students.

Managing the Learning Environment

Expectations and Standards of Conduct and Monitoring of Student Behavior

☐	Teacher provides *standards of conduct that are clear to all students* and appear to have been *developed with significant student participation* as appropriate. *Monitoring by teacher is subtle and preventive*. *Students monitor their own and their peers' behavior, correcting and coaching one another respectfully*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher provides *standards of conduct that are clear to all students* and it appears *there was student input to those standards*. *Monitoring by teacher is consistent and preventive.* Many *students monitor their own behavior*.
☐	Teacher provides *standards of conduct that are clear to all students* and most students seem to understand them. *Teacher* is alert to student behavior at all times. *Demonstrates "withitness".*
☐	Teacher often *does not provide standards of conduct that are clear to all students*. Teacher is generally aware of student behavior but may *miss off-task activities* of some students.
☐	*No standards of conduct appear to have been established*, or *students are confused* as to what the standards are. Teacher does not *monitor student behavior effectively*, and *teacher is unaware* of what students are doing.

High Expectations for Learning and Student Pride in Work

☐	***Both students and teacher consistently establish and maintain high expectations*** for the learning of all students through planning of learning activities, interactions, and creating norms for a positive classroom environment. ***Students take obvious pride in their work*** and ***initiate improvements*** in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that ***high-quality work is displayed***. ***Teacher only assigns useful work and expects high quality work from all students***. ***Teacher acts as a resource to others related to this EPC variable.***
☐	Teacher ***consistently establishes and maintains high expectations*** for the learning of all students through planning of meaningful learning activities, interactions, and positive classroom environment. Teacher ***consistently encourages students to take pride in their work*** and ***to initiate improvements*** in it by revising drafts on their own initiative, helping peers, and ensuring that ***high-quality work is displayed***.
☐	Instructional goals, activities, interactions, and the expectations for a positive classroom environment convey ***high expectations for student achievement***. ***Students accept teacher insistence on work of high quality*** and demonstrate pride in that work.
☐	Instructional goals, activities, interactions, and a ***neutral classroom environment convey inconsistent expectations for student achievement***. Students ***minimally accept the responsibility*** to "do good work" but ***invest little of their energy*** in the quality of the work.
☐	Instructional goals, activities, interactions, and the classroom environment convey ***only modest and perhaps negative expectations for student achievement.*** Teacher ***does not convey high expectation*** for quality of student work and/or does not assign useful work. ***Students*** demonstrate ***little or no pride*** in their work. They ***seem to be motivated only by the desire to complete a task*** rather than produce high quality work.

Teacher Interactions with Students and Student Interactions

☐	Teacher ***consistently demonstrates genuine caring and respect for individual students. Interactions are appropriate to developmental and cultural norms***. ***Students consistently exhibit respect for the teacher*** as an individual, beyond the role. ***Nurturing atmosphere is pervasive*** in that ***students demonstrate a genuine caring for one another and as students***. ***Teacher acts as a resource to others related to this EPC variable.***
☐	***Most teacher-student interactions are friendly and demonstrate warmth, caring and respect. Atmosphere is positive*** in terms of student ***expectations to demonstrate a genuine caring for one another, and as students***.
☐	***Most teacher-student interactions are appropriately positive and respectful***. ***Students do not demonstrate negative behavior*** towards one another. Typically, ***students demonstrate genuine caring for one another and as students***.
☐	***Teacher-student interactions are generally appropriate but may reflect some inconsistencies, favoritism, or disregard for students' cultures.*** Students exhibit only ***minimal respect for the teacher***. ***Teacher communicates expectations*** for student interactions but ***students tend to treat each other without caring or respect***.
☐	***Teacher interactions with students are often negative, demeaning, sarcastic or inappropriate to the age or culture of the students***. ***Students exhibit disrespect*** for the teacher. ***Teacher does not communicate expectations*** for positive student interactions. ***Student interactions are characterized by conflict, sarcasm, or put-downs***.

Management- Transitions, Materials and Supplies and Non-Instructional Duties

☐	*Transitions are seamless*, with *students assuming responsibility for productivity*. *Routines for handling materials* and artifacts are *seamless*, with students assuming responsibility for efficient operations. *Systems for handling non-instructional duties are well established,* with *students assuming considerable responsibility* for efficient operation. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *has provided numerous opportunities for students to assist* with supporting meaningful transitions in subject content throughout the lesson. *Most students are applying those processes*. *Routines* for handling materials and artifacts *are seamless*. *Consistent systems* for handling non-instructional duties *are evident and implemented* well by the teacher.
☐	Teacher *orchestrates smooth instructional transitions consistently.* Routines for handling materials and supplies occur smoothly *with little loss of instructional time*. *Systems* for handling non-instructional duties *are established* by the teacher.
☐	*Transitions are sporadically efficient*, resulting in *some loss of instructional time*. Efficient *routines for handling materials and supplies are sporadic* and result in some loss of instructional time. Effective *systems for handling non-instructional duties are sporadically applied* resulting in loss of instructional time.
☐	*Much instructional time is lost due to inefficient and/or ineffective transition processes*. *Materials are handled inefficiently* resulting in a significant loss of instructional time. There is *little evidence of effective systems for handling non-instructional duties being applied*. There is evidence of a *significant loss of instructional time*.

Response to Student Misbehavior

☐	Teacher *response to misbehavior is highly effective and sensitive* to students' individual needs, or student behavior is entirely appropriate. Teacher *blends appropriate responses with intrinsic and extrinsic motivational strategies*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *response to misbehavior is appropriate and successful* and respects the student's dignity, or student behavior is generally appropriate. Teacher *blends responses with appropriate intrinsic and extrinsic motivational strategies*.
☐	Teacher *response to misbehavior is appropriate and successful*.
☐	Teacher *attempts to respond to student misbehavior but with uneven results*, or *some serious disruptive behavior occurs*.
☐	Teacher *does not respond to misbehavior*, or the *response is inconsistent*, is overly repressive, or *teacher does not respect the student's dignity.*

Safety, Room Arrangement, Accessibility to Learning and Use of Physical Resources

☐	The *classroom is safe*. *Teacher and students adjust the furniture to advance* their own purposes in *learning*. *Teacher and students use physical resources to* ensure that all *learning is equally accessible to all students*. *Teacher acts as a resource to others related to this EPC variable.*
☐	The *classroom is safe, and the furniture arrangement is always congruent with the focus of learning* activities. Teacher ensures that *all learning is equally accessible to all students*.
☐	The *classroom is safe, and the furniture arrangement is used as a resource for learning activities*. Teacher ensures that *learning is equally accessible to all students*.
☐	The *classroom is safe*, and classroom *furniture is adjusted for a lesson*, or if necessary, a lesson is adjusted to the furniture, *but with limited effectiveness*. Teacher uses physical resources adequately, and *at least essential learning is accessible to most students*.
☐	The *classroom is unsafe*, or the *furniture arrangement is not suited to the lesson*, *activities, or both*. Teacher *uses physical resources poorly*, or *learning is not accessible to some students*.

Communication

Teacher Directions and Procedures and Teacher Oral and Written Language

☐	Teacher *directions and procedures are always consistently clear to students and anticipate possible student misunderstanding*. Teacher's *spoken and written language is always correct and expressive,* with *well-chosen vocabulary* that enriches the lesson. *Enthusiasm is consistent and pervasive* throughout the teacher's communication. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *directions and procedures are typically clear to students and anticipate possible student misunderstanding*. Teacher's *spoken and written language is always correct and expressive*, with *well-chosen vocabulary* that enriches the lesson.
☐	Teacher *directions and procedures are clear to students and contain an appropriate level of detail.* Teacher's *spoken and written language is clear and correct*. *Vocabulary* is **appropriate to students' age and interests**.
☐	Teacher *directions and procedures are clarified after initial student confusion or are excessively detailed*. Teacher's *spoken language is audible*, and *written language is legible.* Both are *not always used correctly*. *Vocabulary is correct but limited*, or is *not appropriate to students' ages or backgrounds*.
☐	Teacher *directions and procedures are confusing to students*. Teacher's spoken *language is inaudible*, and *written language is illegible*. Spoken and/or written language contains *many grammar and syntax errors*. *Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused*.

Quality of Teacher Questions and Discussion Techniques and Student Participation

☐	Teacher's *questions are of uniformly high quality and designed to stimulate all cognitive levels of thinking*, with *adequate time for students to respond*. *Students formulate many questions* related to content. *Students assume considerable responsibility for the success of discussion*, initiating topics and making unsolicited contributions. *Students themselves ensure that all voices are heard* in the discussion in an appropriate manner. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher's *questions are of uniformly high quality and designed to stimulate all cognitive levels of thinking*, with *adequate time for students to respond*. Teacher's *questions stimulate student-led interaction* and content-focused discussion. The teacher consistently *ensures that all students are engaged* in discussions.
☐	Most of *teacher's questions are high quality*. *Adequate time is available for students to respond*. Classroom *interaction represents true discussion*, with the teacher stepping in and out of the discussion as is appropriate. Students are *provided with opportunities to process content individually and in groups.* Teacher *supports the engagement of students* in discussions.
☐	Teacher's *questions are a combination of low and high quality*. Only some invite a response. Teacher *makes attempts to engage students in true discussion*, but *results tend to be inconsistent*. Teacher *attempts to engage students* in discussions with *limited success*.
☐	*Teacher's questions tend to be poor quality* and do not enhance student thinking processes. *Interaction between teacher and students is predominantly recitation style*, with the teacher mediating all questions and answers. Teacher *does not apply effective engagement strategies*. *Very few students participate* in class discussion.

Response to Students and Lesson Adjustment

☐	Teacher *consistently creates major opportunities to enhance learning*, building on student questions or interests or spontaneous event *by amplifying student responses*. Teacher successfully *makes major adjustments to lessons on a consistent* basis as appropriate to foster student engagement and learning. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *recognizes opportunities to enhance learning*, building on student questions or interests. Teacher successfully *makes appropriate adjustments to lessons on a consistent basis* to reflect learning needs.
☐	Teacher successfully *accommodates student questions or interests.* Teacher successfully *makes necessary minor adjustments to lessons in a smooth fashion*.
☐	Teacher *attempts to accommodate student questions or interests*. The *effects on the coherence* of a lesson *are uneven*. Teacher *attempts to adjust lessons* to meet student learning needs, but *results are mixed*.
☐	Teacher *ignores appropriate student questions or interests*. Teacher *adheres rigidly to an instructional plan*, even *when a change would clearly improve* the lesson and student *learning*.

Professionalism

Commitment to Academic and Personal Success for All Students

☐	Teacher *assumes significant responsibility for student learning* and *consistently persists in seeking effective approaches* for all students who need help, using an *extensive repertoire of strategies* and *soliciting additional resources* to meet individual learning needs. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *articulates personal responsibility for student learning* and *persists in seeking effective approaches* for all students who have difficulty learning by applying a *significant repertoire of strategies* and *using additional resources* to meet individual learning needs.
☐	Teacher *accepts responsibility for student learning* and *persists in seeking effective approaches* for all students who have difficulty learning *by applying a moderate but varied repertoire of strategies*. *Uses effective approaches* for all students who have difficulty learning by applying a varied repertoire of strategies.
☐	Teacher *accepts only partial responsibility for students' success* but *applies only a limited repertoire of instructional strategies* to address learning needs.
☐	Teacher *either blames students or the students' environment* for the students' lack of success. Teacher *demonstrates an "I teach it; it's their responsibility to learn it"* attitude.

Accuracy in Teaching and Future Teaching

☐	Teacher *makes a thoughtful and accurate assessment of lesson effectiveness* and the extent to which it achieved its goals and *consistently strives for continuous improvement of instruction and tiers instruction to meet individual needs*. Teacher *consistently offers many specific alternative actions to improve instruction*, complete with probable successes of varied approaches and *acts on an "all systems can be improved" approach* to instruction. Teacher *acts as a resource to others related to this EPC variable.*
☐	Teacher *makes a thoughtful and accurate assessment of a lesson's effectiveness* and the extent to which it achieved its goals and *acts based on that assessment to improve instruction.* Teacher *offers specific alternative actions to improve instruction* and *exhibits an "all systems can be improved" approach to instruction*.
☐	Teacher *makes an accurate assessment of a lesson's effectiveness* and the extent to which it achieved its goals. The *teacher searches for ways to improve instruction* and *offers some alternative actions* to improve instruction.
☐	Teacher *attempts to make an assessment of a lesson's effectiveness* and the extent to which it achieved its goals, *but does not act to improve instruction.* Teacher *makes some general or minimal suggestions about how lessons can be improved*.
☐	Teacher *does not know if lessons were effective or achieved their goals*, or profoundly misjudges the success of lessons. *Teacher has no suggestions for how lessons can be improved* and exhibits an, *"If it doesn't appear to be broken, then don't be concerned about fixing it.",* approach to instructional improvement.

Student Progress in Learning and Student Completion of Assignments

☐	Teacher's *system for maintaining information on student progress in learning is fully effective*. *Students contribute information and interpretation to its maintenance. Students can explain the details of the teacher's system*. Teacher's *system for maintaining information on completion of student assignments is fully effective*. *Students participate in maintenance of records* and can explain the details of the teacher's system. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher's *system for maintaining information on student progress in learning is fully effective. Students can explain the details of the teacher's system*. Teacher's *system for maintaining information on completion of student assignments is fully effective*. *Students can explain the details of the teacher's system*.
☐	Teacher's *system for maintaining information on student progress in learning is effective*. Teacher's *system for maintaining information on completion of student assignments is fully effective*.
☐	Teacher's *system for maintaining information on student progress in learning is rudimentary and partially effective.* Teacher's *system for maintaining information on completion of student assignments is only partially effective*.
☐	Teacher *has no effective system for maintaining information on student progress in learning*, or the *system is in disarray*. Teacher's *system for maintaining student information on student completion of assignments is in disarray*.

Relationships with Colleagues

☐	Teacher *works with others in a collegial learning community that focuses on instructional improvement and student learning gains* related to instructional standards. Teacher *always supports and cooperates with colleagues* and *takes initiative in assuming leadership role* among the faculty. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *works with others in a collegial learning community that focuses on instructional improvement and student learning gains* related to instructional standards. Teacher *always supports and cooperates with colleagues*.
☐	Teacher *always supports and cooperates with colleagues*. Teacher *participates in a professional learning community* focusing on student learning.
☐	Teacher maintains cordial relationship with colleagues to fulfill the duties the school or district requires, but *avoids other opportunities to enhance student learning through collegial networks*.
☐	Teacher's *relationships with colleagues are negative, self-serving or purposefully confrontational*.

Engagement of Families

☐	Teacher *provides frequent information to parents through a variety of media*, as appropriate, about the instructional program and *consistently provides information to parents frequently on both positive and negative aspects of student progress*. Teacher *seeks parent concerns and responds with great sensitivity.* Teacher's *efforts to engage families in the instructional program are consistently frequent and successful*. *Students contribute ideas* for projects that will be enhanced by family participation. *Students typically participate in preparing materials for their families*. Teacher *acts as a resource to others related to this EPC variable.*
☐	*Teacher provides frequent information to parents through a variety of media,* as appropriate, about the instructional program and *often provides information to parents frequently on both positive and negative aspects of student progress*. Teacher responds to *parent concerns effectively*. Teacher's *efforts to engage families in the instructional program are frequent and successful. Students sometimes participate in preparing materials for their families* and *are encouraged to contribute ideas* for projects that will be enhanced by family participation.
☐	Teacher *provides frequent information to parents about the instructional program* and *communicates with parents about students' progress on a regular basis and* is available as needed to respond to parent concerns. Teacher's *efforts to engage families in the instructional program are successful*.
☐	Teacher *participates in the school's activities for parent communication, but offers little additional information*. Teacher *adheres to the school's required procedures for communicating with parents* but *provides minimal or vague response to parent concerns*. Teacher *makes minimal and inconsistently successful attempts to engage families* in the instructional program.
☐	Teacher *provides little or no information to families about the instructional program*. Teacher *provides minimal information to parents and does not respond to concerns*, or responds insensitively to those concerns. *Teacher makes few or no attempts to engage families in the instructional program,* or such *attempts are inappropriate*.

Attention to Diversity

☐	Teacher is *highly proactive in serving diverse students and their families*, seeking out resources when necessary and *consistently serving in a significant way as a family advocate*. Teacher *challenges negative attitudes* and *helps ensure that all students, particularly those traditionally underserved, are honored in the school*. Teacher *takes a leadership role in team or departmental decision making* and helps to ensure that decisions are based on the highest professional standards, within the context of *emphasizing student needs as a priority*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher is *proactive in serving diverse students*, *seeking out resources* when necessary and *serving in a significant way as a student advocate* as is appropriate. Teacher *promotes positive attitudes and helps ensure that all students are honored in the school*. Teacher *plays a supportive role in team or departmental decision making* and helps to ensure that decisions are based on the highest professional standards, within the context of *emphasizing student needs as a priority*.
☐	Teacher is *active in serving diverse students*. Teacher *works* within the context of a particular team or department *to ensure that students receive a fair opportunity to succeed*. Teacher *maintains an open mind and participates in team or departmental decision making*.
☐	Teacher's *attempts to meet diverse student needs are inconsistent*. Teacher does not knowingly contribute to some students being ill served by the school, but *the outcomes of actions taken are not always in the best interests of students*. Teacher's *decisions are based on limited, genuine professional considerations*.
☐	Teacher *is not alert to diverse student needs*. Teacher *contributes to school practices that result in some students being ill served*. Teacher *makes decisions based on self-serving interests*.

Teacher Attendance

☐	Teacher *attendance is exceptional with very few or no absences*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *attendance is excellent with few absences*.
☐	Teacher *attendance is excellent with absences due only to illness or specific family needs*.
☐	Teacher *attendance is inconsistent with several absences unrelated to illness or family needs*.
☐	Teacher *attendance is poor and creates problems related to learning processes for students*.

Service to the Profession

☐	Teacher *initiates significant activities to contribute to the profession*, such as *mentoring new teachers*, *coaching experienced peers*, *modeling best practices*, *writing articles* for publication, *making presentations* and *serving in teacher leadership roles*. *Teacher acts as a resource to others related to this EPC variable.*
☐	Teacher *initiates important activities to contribute to the profession*, such as *mentoring new teachers*, *coaching experienced peers*, and *modeling best practices*.
☐	Teacher *participates in coaching and assisting other educators*.
☐	Teacher *contributes to the professional growth of colleagues in very limited or insignificant ways*.
☐	Teacher *makes little or no effort to share knowledge with others*, or *fails to assume professional responsibilities for collaborative planning*.

This rubric set was developed from research-based practices as identified by the following:

- **Daggett, Willard. (2005). "Leadership for Rigor, Relevance, and Relationships…" International Center for Leadership in Education**
- **Danielson, Charlotte. (1996). "Enhancing Professional Practice – A Framework for Teaching." ASCD**
- **Marzano, Robert, et al. (2001) "Classroom Instruction That Works…" ASCD**
- **Thompson, Max. (2006). "Leadership, Achievement and Accountability…" Learning Focused Solutions**
- **Stronge, James H. (2002). "Qualities of Effective Teachers." ASCD**

APPENDIX D

FORMS

QUALITY PERFORMANCE PLANNING

This section of the manual describes the key forms used with teachers participating in all three categories of the teacher assessment system.

Please note that there are five (5) potential forms related to Category One and Category Two processes- the self assessment form- EPCSA, the summary assessment form- QPSA, the observation form- QPOI, the individual professional growth plan form- IPGP, and a professional development plan form- PDP if appropriate. The only forms that are placed in the teacher's personnel file are the QPSA and PDP as appropriate.

The EPCSA documents the self-assessment process related to 7 of the 8 Essential Performance Criteria conducted by the teacher.

The IPGP is used with all teachers to who students are assigned. It consists of three parts. Part One addresses variables related to student achievement and performance. Part Two addresses teacher planning for participation in professional development. Part Three documents participation in planned professional development. Each teacher will have only one Part One and one Part Two. The teacher is likely to have multiple pages for Part Three for each professional development experience in which the teacher engaged during the year.

The QPOI is used with all appropriate teachers at least once and may be used multiple times based on the method(s) applied by the administrator. The QPOI is used at least twice with teachers assessed with Category One processes and those teachers on a PDP.

The QPSA form is completed by the administrator to document assessment rating for the Essential Performance Criteria. It is completed twice for teachers in Category One processes and typically only once for teachers in Category Two processes.

The PDP form may be used with teachers assessed in any of the three categories that are experiencing developmental needs or performing in an unsatisfactory manner in relation to one or more of the Essential Performance Criteria.

All forms are "Word Forms" documents. You may view/access them by going to the individual file, "Teacher Assessment Forms 2007-2008" in public folders in Outlook, All Public Folders- Professional Development and other appropriate files in Professional Development in Public Folders for varied positions.

APPENDIX E

GLOSSARY

This section of the manual contains terms and corresponding descriptors that have unique or specific meanings applicable to the assessment system as described.

GLOSSARY

Collegiality Plan - An element of the performance planning process designed to engage teachers, administrators, and community members in positive interaction focused on professional growth and mutual support (See "Miscellaneous Provisions" section.)

Conference - The process of focused interaction involving the teacher, administrator, and/or others that is associated with planning, pre- and/or post-observations, interim progress reviews and summary assessment activities

Continuous Quality Improvement - Activities focused on studying process/system factors for the purpose of making adjustments leading toward enhanced quality

Critical Incident - An individual, significant occurrence of behavior and/or pattern of behavior exhibited by the teacher consistent with the lowest level of the EPC Rating Rubrics described in Appendix C

District Essential Performance Criteria – The eight behavior criteria on which teachers are evaluated annually. These criteria are clusters based on the twelve (12) Educator Accomplished Practices delineated by the Florida Education Standards Commission, consisting of twelve (12) essential teaching principles with identified key indicators of behavior for each principle, and one (1) identified results based variable, Student Performance. They are:

- Student Performance
- Planning for Learning
- Instructional Strategies
- Knowledge of Subject Matter
- Assessing for Learning and Instruction
- Managing the Learning Environment
- Communication
- Professionalism

EPC Rating Rubrics- Behaviorally anchored statements that operationally define the rating labels of Unsatisfactory, Needs Improvement, Satisfactory, High Performing, and Outstanding, as applied to describe performance related to the Essential Performance Criteria [Also serves as the EPCSA]

Forms - Varied Observation and Assessment instruments are used in this teacher assessment system. <u>Forms include any inherent to the PEC or ACE programs **and**</u> the following:

- **Quality Performance <u>Observation</u> Instrument (QPOI)**
- **EPC <u>Self Assessment</u> (EPCSA)**
- **Quality Performance <u>Summary Assessment</u> (QPSA)**
- **Individual Professional Growth Plan (IPGP)**
- **Professional Development Plan (PDP)**

Interim Review Sessions- Interactions among teacher(s) and administrator(s) designed to focus on an analysis of the status of strategy implementation between the initial planning session and the summary review of progress

Minimum Competencies For Professional Certification- Specific competencies described in Florida Statute 1012.52 that must be verified prior to receiving a professional teaching certificate in Florida (see Appendix F)

Orientation/Planning Session - Interaction between teacher(s) and administrator(s) designed to focus on assessment processes related to categories one and two. Discussion may include, but is <u>not</u> limited to, the following:

  a. procedures and time line
  b. essential performance criteria
  c. collegiality planning
  d. professional growth issues

Professional Development- Professional learning activities in which teachers engage to improve their knowledge, skills or mental model so that they can better address student learning needs, improve their job performance, and enhance student learning and achievement

Student Learning Needs- Specific learning needs of students that the teacher is teaching that are derived from an analysis of Reading Data and Other Student Performance Data as a part of the IPGP process

Student Learning Goals- Specific learning goals for a group of students that the teacher is teaching that are identified from the Learning Needs related to Reading and Other Student Performance Content as a part of the IPGP process

Student Performance -EPC #1- Evidence of student achievement as described in the rating rubric on page 56 of this manual

Summary Assessment Review- End-of-cycle interaction between teacher and administrator related to the teacher's performance in relation to the eight (8) Essential Performance Criteria

APPENDIX F

ADDITIONAL RESOURCES FOR ASSESSMENT PROCEDURES

The material found in this section of the manual provides additional resource material that may be used by administrators and teachers to carry out processes related to assessment procedures and criteria as described. The documents in this section may be used with language related to **IPGPs, PDPs,** etc. The documents found in this appendix are:

- State Board Rule 6B-5 (Standards For Competent Professional Performance)
- Florida Statute, Section 1012.52 (Teacher Quality – Legislative Findings)
- Florida Statute, Section 1012.52 (Duties of Instructional Personnel)
- Florida Education Standards Commission Document (Code Of Ethics)

STATE BOARD RULE 6B-5

STANDARDS FOR COMPETENT PROFESSIONAL PERFORMANCE

6B-5.004 Analysis of Individual Needs and Individual Potential - The competent educator shall use or ensure the use of acceptable techniques to analyze the needs and potential of individuals. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques to analyze the needs and potential of individuals:

1. Diagnose the entry level and skill of students, using diagnostic tests, observations, and student
        records.
2. Select, adapt or develop, and sequence instructional materials and activities for the designated
        set of instructional objectives and student needs.
3. Create interest through the use of materials and techniques appropriate to the varying abilities
and backgrounds of students.
4. Use individual student interests and abilities when planning and implementing instruction.
5. Make assignment of tasks and duties consistent with individual abilities and specialties.
6. Recognize the instructional needs of exceptional students.
7. Recognize patterns of physical and social development in students.

6B-5.005 Instructional Procedures - Each competent educator shall ensure or promote accomplishment of the designated task through selection and use of appropriate instructional procedures. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following instructional procedures:

1. Establish rapport with students by using appropriate verbal and visual motivational devices.
2. Use procedures appropriate to accomplish the designated task to include but not be limited to:
        a. Identifying long-range goals for a given subject area.
        b. Constructing and sequencing related short-range objectives for a given subject area.
3. Practice instructional and social skills that assist students to interact constructively with their
peers by encouraging expressions of ideas, opinions, and feelings.
4. Give directions for carrying out an instructional activity by assuring that the task is understood,
and by using feedback techniques which are relevant to the designated task.
5. Utilize information and materials that are relevant to the designated task.

6B-5.006   Communication Skills - In communicating with students and educators, each educator, commensurate with job requirements and delegated authority, shall demonstrate competence with the following communication skills:

1. Use language and terminology relevant to the designated task.
2. Use language that reflects an understanding of the ability of the individual or group.
3. Orally communicate information coherently and logically.
4. Write in a logical and understandable style with appropriate grammar, spelling, and sentence
structure.
5. Comprehend and interpret oral messages.
6. Extract major ideas or themes from the statements of others.
7. Encourage individuals to state their ideas clearly.

6B-5.007 Management Techniques - The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following management techniques:

1. Resolve discipline problems in compliance with the policies of the school, rules of the district school board and the State Board, and Florida Statutes.
2. Maintain consistency in the application of policy and practice by:
    a. Establishing routines and procedures for the use of materials and the physical movement of students.
    b. Formulating appropriate standards for student behavior.
    c. Identifying inappropriate behavior and employing appropriate techniques for correction.
3. Maintain standards of conduct required in Rule 6B-5.007(2), FAC.
4. Use management techniques appropriate to the particular setting.

6B-5.008 Competence in Specialization - Each competent educator shall possess knowledge within the area of specialization to a degree consistent with the educator's professional preparation. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in specialization by:

1. Demonstrating an awareness of current developments in the field of specialization.
2. Demonstrating an ability to read, comprehend, interpret, and use professional material.

6B-5.009 Evaluation of Learning and Goal Achievement - Each competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques used to evaluate learning and goal achievement:

1. Uses several types of evaluative techniques, including but not limited to classroom tests constructed by the educator to measure student performance according to criteria based upon objectives.
2. Provides frequent and timely responses concerning the work attempted and tasks assigned.
3. Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis.
4. Utilize the results of evaluation for planning, counseling, and program modification.
5. Explain methods and procedures of evaluation to those concerned.
6. Possess the ability to comprehend and work with fundamental mathematical concepts.

6B-5.010 Human and Interpersonal Relationships - The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following human and interpersonal relations skills:

1. Assist students in developing their values, attitudes, and beliefs.
2. Encourage and support behavior that reflects a feeling for the dignity and worth of other people
3. Demonstrate instructional and social skills that assist others to interact constructively.
4. Provide leadership and direction for others by appropriate example.
5. Offer constructive criticism when necessary.
6. Comply with reasonable requests and orders given by and with proper authority.
7. Assign reasonable tasks commensurate with objectives and designated responsibility.
8. Demonstrate self-confidence and self-sufficiency in exercising authority.
9. Apply instructional and social skills in developing positive self-concepts.

6B-5.011 Personal Requirements **-** In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of persons competent to make such judgment by reason of training, licensure and experience. Each educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following personal requirements:

1. Engage in physical activity appropriate to the designated task except for temporary disability.
2. Communicate effectively to accomplish the designated task.
3. Exhibit appropriate control of emotions.
4. Perform designated tasks with sufficient intellectual ability.

(1) The Legislature intends to implement a comprehensive approach to increase students' academic achievement and improve teaching quality. The Legislature recognizes that educators play an important role in shaping the future of this state and the nation by developing the knowledge and skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life. The Legislature also recognizes its role in meeting the states educational priorities so as to provide opportunity for all students to achieve at the levels set by the Sunshine State Standards.

(2) The Legislature further finds that effective educators are able to do the following:

(a) Write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.

(b) Read, comprehend, and interpret professional and other written material.

(c) Compute, think logically, and solve problems.

(d) Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.

(e) Recognize patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.

(f) Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.

(g) Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

(h) Use assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.

(i) Use teaching and learning strategies that include consideration of each student's learning styles, needs, and background.

(j) Demonstrate the ability to maintain a positive, collaborative relationship with students' families to increase student achievement.

(k) Recognize signs of tendency toward violence and severe emotional distress in students and apply techniques of crisis intervention.

(l) Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.

(m) Recognize the physical and behavioral indicators of child abuse and neglect and know rights and responsibilities regarding reporting.

(n) Demonstrate the ability to maintain a positive environment in the classroom while achieving order and discipline.

(o) Demonstrate the ability to grade student performance effectively.

(p) Demonstrate knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.

History. -- s. 724, ch. 2002-387.

1012.53 Duties of instructional personnel.--

(1) The primary duty of instructional personnel is to work diligently and faithfully to help students meet or exceed annual learning goals, to meet state and local achievement requirements, and to master the skills required to graduate from high school prepared for postsecondary education and work. This duty applies to instructional personnel whether they teach or function in a support role.

(2) Members of the instructional staff of the public schools shall perform duties prescribed by rules of the district school board. The rules shall include, but are not limited to, rules relating to a teacher's duty to help students master challenging standards and meet all state and local requirements for achievement; teaching efficiently and faithfully, using prescribed materials and methods, including technology-based instruction; recordkeeping; and fulfilling the terms of any contract, unless released from the contract by the district school board.

History.--s. 725, ch. 2002-387.

STATE BOARD OF EDUCATION RULE 6B-1.006, FAC

The Principles of Professional Conduct of The Education

Profession In Florida

1.The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

2.Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

3.Obligation to the student requires that the individual:

   a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
   b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
   c. Shall not unreasonably deny a student access to diverse points of view.
   d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
   e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
   f. Shall not intentionally violate or deny a student's legal rights.
   g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
   h. Shall not exploit a relationship with a student for personal gain or advantage.
   i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

4.Obligation to the public requires that the individual:

   a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
   b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
   c. Shall not use institutional privileges for personal gain or advantage.
   d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
   e. Shall offer no gratuity, gift, or favor to obtain special advantages.

5.Obligation to the profession of education requires that the individual:

   a. Shall maintain honesty in all professional dealings.
   b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
   c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

e. Shall not make malicious or intentionally false statements about a colleague.

f. Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.

g. Shall not misrepresent one's own professional qualifications.

h. Shall not submit fraudulent information on any document in connection with professional activities.

i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

k. Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

l. Shall not assist entry in to or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

m. Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c). Florida Statutes.

n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1). Florida Statutes.

o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1) Florida Statutes.

p. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

STATE BOARD OF EDUCATION RULE 6B-1.001, FAC

The Code of Ethics of The Education

Profession In Florida

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

2.The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

APPENDIX G

ESSENTIAL PERFORMANCE CRITERIA, RUBRICS AND FORMS
USED WITH SELECTED
DESIGNATED NON-CLASSROOM TEACHERS

This section describes all **EPC lists, rubrics, and assessment forms** applied with selected **<u>Designated Non-Classroom Teachers</u>**.

Essential Performance Criteria to Be Applied With Group A…
Network Managers (who are Teachers), District Level TRSTs (Teacher Resource Trainer Specialists), Nurses (RN) as appropriate, Physical Therapists, Occupational Therapists, Staffing Specialists and Other Designated ESE-specific Positions as appropriate.

Designated Non-Classroom Teachers- Group A

Commitment- pledges to act in accordance with the shared vision, mission and values of the district, to promote a customer focused orientation toward providing service(s) to schools and to be aware of the effects of one's behavior and decisions on all stakeholders in the system.
The designated non-classroom teacher who exhibits Commitment:
*establishes a personal vision and a statement of mission for the work unit in collaboration with key stakeholders
*personally holds a set of values which are in harmony with the vision and mission of the district
*is purposeful about linking the unit's mission to expected behavior and aligns the unit's vision and mission with larger system
*identifies, models and reinforces behavior which is congruent with the mission and goals of the district
*maintains a safe, orderly and clean work area and expects everyone to assume their responsibility for doing so
*builds a culture that provides the best possible work environment
*expects the adults in unit to model respect, courtesy and good manners in dealing with one another, as well as with all client groups
*considers the overall consequences to the work unit before initiating changes
*responds to inquiries and comments about the work unit and its personnel with tact and patience
*keeps individuals, both inside and outside the unit, informed when data are relevant to them
*considers the position, feelings and/or perspectives of other parts of the organization when planning, deciding and organizing
*develops and maintains a climate conductive to learning and is open to discussion and change

Initiative- demonstrates the inclination and readiness to take action to improve self and work quality and to take responsibility for leading and enabling others to improve the circumstances being faced or anticipated.
The designated non-classroom teacher with initiative:
*takes full responsibility for the work of the unit as applicable
*acquires and manages needed resources (time, talent, supplies)
*demonstrates a belief that he/she makes a difference
*provides support for schools as they take initiative for school improvement
*focuses the attention and energy of stakeholders on the tasks to be done
*cuts through barriers to school improvement
*anticipates new organizational or systems problems and initiates action

Continuous Improvement – has strong desire to do things better than before by setting goals that encourage self and others to reach higher standards and holds high expectations for the growth and development of all stakeholders.
The designated non-classroom teacher who demonstrates Continuous Improvement:
*sets standards and insists that everyone participate in reaching goals
*shows appreciation for individual and group efforts and accomplishments
*identifies discrepancies between goals and the current status in order to stimulate achievement
*encourages moderate risk-taking by making people comfortable with trying new approaches, making mistakes and learning from them
*looks for new or innovative ideas, methods and programs to meet developmental needs
*expects everyone connected with the unit to be engaged in a learning program of some kind
*recognizes that most learning occurs in a community of learners, and therefore, encourages communication and sharing of ideas and resources among staff and encourages networking to support and follow-up training
*participates in professional developmental activities as a learner
Communication - influences and impacts the unit's stakeholders by a variety of means; possess the ability to clearly present one's ideas orally and in writing.
The designated non-classroom teacher demonstrates effective Communication when she/he:
*shows and builds enthusiasm for working on agreed upon goals of the unit
*builds support for ideas by linking to interests, desires and goals of others
*uses personal presence to influence others maintains visibility and accessibility.
*communicates in an open, honest and genuine way
*shares beliefs, ideas and concepts using relevant descriptive language
*checks to see that messages are received, and persists until ideas, beliefs and goals are understood
*models effective interpersonal communication skills
*uses effective listening skills before responding to questions by others
*expresses ideas in writing clearly, simply, and in correct grammatical form
*adjusts writing styles and vocabulary to the audience being addressed

*checks own written messages for correctness, spelling, punctuation and syntax.
Facilitation- fosters others to work together effectively through the use of group process and facilitator skills; adapts one's own behavior to fit the situation; is able to discover and communicate understanding of the ideas of others and to respond empathetically.
The designated non-classroom teacher practices Facilitation when she/he:
*moderates group discussions and encourages consensus where appropriate and facilitates individual and group problem solving
*promotes collegial behavior
*adopts various roles of listener, facilitator, and creative thinker
*understands how own behavior affects others and makes appropriate adjustments
*encourages others to describe their perceptions, thoughts, feelings and perspectives
*paraphrases, summarizes and checks own perceptions to test the accuracy of messages received

Critical Thinking- gathers and analyzes data from multiple sources before arriving at an understanding of an event or problem; is able to see relationships and identify ideas from the data and develops alternatives when problem solving or making decisions
The designated non-classroom teacher displays the competence of Critical Thinking when she/he:
*creates and manages a systemic informational gathering process among the various stakeholders of the work unit
*insists that the best available data be analyzed and used in the decision making process
*creates and explains the methods or processes used in analyzing data
*appreciates different perspectives, and ensures that alternative courses of action and their consequences are considered before decisions are made
*makes comparisons and assesses the apparent consequences of adopting options, identifying advantages and disadvantages of each
*makes decisions based upon an analysis of options
*demonstrates contingency planning skills
*balances the search for problem causes by looking at potential people and system variables
Decision-Making – exhibits a readiness and confidence to make or share decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.
The designated non-classroom teacher who practices effective Decision-Making:
*determines quickly how and by whom decisions should be made in accordance with the time available and the unit's vision and mission
* recognizes the importance of sharing decisions and decision-making with stakeholders as integral part of organizational learning and development
*confronts issues and disagreements, investigates and defines problems and directs the energies of self and others toward productive solutions
*faces personnel problems as they occur, provides feedback on performance, and makes difficult personnel decisions when necessary
*decides to let others decide

*thinks systemically when making decisions

Planning Ability – demonstrates the "know-how" (knowledge and skill) to design, plan and organize activities to achieve goals, accesses the expertise of others to accomplish tasks, and to establish appropriate processes to receive feedback on the progress of work being done.
The designated non-classroom teacher with Planning Ability:
*develops action plans for goal achievement in collaboration with the work team
*schedules and protects time for self and others, keeping deadlines in perspective
*keeps self organized, establishes priorities and plans for contingencies
*systematizes and schedules actions to avoid undue stress
*considers the developmental needs and aspirations of others in relation to the jobs and tasks to be assigned and specifies responsibility and authority for delegated tasks
*asks for feedback to see how well self is doing
*schedules follow-up for all delegated and assigned activities.

Professional/Technical Competence- demonstrates high performance of knowledge, skills, and attitudes associated with a specific set of function, sub-function and task areas in the job role.
The designated non-classroom teacher with Professional/Technical Competence:
*performs key job functions and tasks with few mistakes in process and/or outcomes
*engages in activities to improve knowledge and skills and thereby keep up-to-date in the professional/technical area of responsibility
*learns from peers and leadership related to key functions and tasks
*learns from mistakes in process and outcomes
*shares professional/technical expertise with others as appropriate
*acts to solve problems of a professional/technical nature

Rubric Applied to Assessment of Designated Non-classroom Teachers-<u>Group A</u> for EPCs [excluding Students Performance] and Goal

<u>Outstanding</u>
This rating indicates that the Designated Non-classroom Teacher has **demonstrated mastery** of the important **content, strategies, and skills** represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and has **acted to internalize** the essential content, strategies, skills and mental models associated with the EPC. The Designated Non-classroom Teacher has **demonstrated expert knowledge, demonstrated professional growth** and has **acted as a resource for other staff** related to the content/strategies/skills of the EPC. The Designated Non-classroom Teacher has also **exhibited exceptional expertise** when working with others in relation to the identified EPC.

<u>High Performing</u>
This rating indicates that the Designated Non-classroom Teacher has **demonstrated above average behavior consistent with** the **content, strategies, skills** and mental models represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and is **continuing to enhance practices** related to the content, strategies and skills associated with the EPC. The Designated Non-classroom Teacher has also demonstrated knowledge/skill application at a **(high) level of quality** when working with others in relation to the identified EPC.

<u>Satisfactory</u>
This rating indicates that the Designated Non-classroom Teacher has **demonstrated behavior consistent with** the content, strategies, skills and mental models represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and is **continuing to enhance practices** related to the content, strategies and skills associated with the EPC. The Designated Non-classroom Teacher has also demonstrated knowledge/skill application at an appropriate **(proficient) level of quality** when working with others in relation to the identified EPC.

<u>Needs Improvement</u>
This rating indicates that the Designated Non-classroom Teacher has **developmental needs** related to the content, strategies, skills and/or mental models represented by the behavioral indicators described in the identified EPC. Designated Non-classroom Teacher **has made some significant errors** when performing in relation to the important knowledge, strategies and skills and/or has **exhibited only a minimal demonstration of** them. The Designated Non-classroom Teacher has **sometimes exhibited behavior that is not congruent with** the behavioral indicators associated with the identified EPC. The Designated Non-classroom Teacher has demonstrated knowledge/skill application at a **level of quality below expectation** when working with others in relation to the identified EPC. <u>This rating reflects developmental needs for the individual and may require the development and implementation of a **PDP**</u>.

<u>Unsatisfactory</u>
This rating indicates that the Designated Non-classroom Teacher has **significant developmental needs** related to the **content, strategies, skills and/or mental** models represented by the behavioral indicators described in the identified EPC. The Designated Non-classroom Teacher **continues to make errors after intervention and/or has exhibited only a rough approximation of the important knowledge, strategies and skills.** The Designated Non-classroom Teacher has **often exhibited behavior that is not congruent with** the behavioral indicators associated with the identified EPC. The Designated Non-classroom Teacher has demonstrated knowledge/skill application at a **low level of quality** when working with others in relation to the identified EPC. <u>This rating reflects **significant developmental needs** for the individual and requires the development and implementation of a **PDP**</u>.

Forms for Designated Non-Classroom Teachers-Group A
This section of the manual describes the key forms used with **Network Managers (who are Teachers), District Level TRSTs (Teacher Resource Trainer Specialists), Nurses (RN) as appropriate, Physical Therapists, Occupational Therapists, Staffing Specialists and Other Designated ESE-specific Positions as appropriate.**

Please note that there are three (3) potential forms related to this group of Designated Non-Classroom Teachers- the Unit Goals Form, the Summary Assessment Form, and a Professional Improvement Plan (PIP) if appropriate. The only forms that are placed in the teacher's personnel file are the Summary Assessment Form and PIP as appropriate.

The Unit Goals Form is developed collaboratively by the Administrator and Designated Non-Classroom Teacher. The Priority Expectations section of the Summary Assessment Form is completed collaboratively by the Administrator and Designated Non-Classroom Teacher at the Planning Session early in the year.

The Summary Assessment form is completed by the administrator to document assessment ratings for the Essential Performance Criteria and Goal.

The PIP form may be used with persons being assessed that are experiencing developmental needs or performing in an unsatisfactory manner in relation to one or more of the Essential Performance Criteria.

All forms are "Word Forms" documents. You may view/access them by going to the individual file for these Designated Non-Classroom Teacher positions in Group A in public folders in Outlook (All Public Folders- Professional Development.

Essential Performance Criteria Documents and Forms to Be Applied With Designated Non-Classroom Teachers- <u>Group B</u> … Deans, ISTs, Reading/Mentor Coach, ESE Facilitator, Lead Teacher (as appropriate) and Certain Other Resource Teachers as Designated by the Principal…

<u>Planning and Organizing</u> - <u>Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments and appropriate use and/or allocation of resources</u>.
(Designated Non-Classroom Teachers work with the staff to plan, set priorities, and determine the most effective means to accomplish tasks. They look ahead and make plans to avoid future problems. Designated Non-Classroom Teachers must meet regular and extracurricular work demands, and must pay attention to trends so that the resources are used appropriately. Designated Non-Classroom Teachers must also be prepared to respond to new, unplanned for directives from superiors. They are able to structure their time but must be able to respond to the demands of others. Changing policies also place demands for changes in methods on the Designated Non-Classroom Teachers. It is important to have the ability to organize and resources to accomplish goals.)

<u>Organizational/Individual Sensitivity</u> - <u>Actions that indicate a consideration for the feelings and needs of others</u>. (Designated Non-Classroom Teachers are expected to show appreciation for the efforts of other staff and parents. Designated Non-Classroom Teachers must frequently deal with delicate personal problems among the staff, students, and parents and show appropriate concern for the individuals involved. They express empathy for the pressure others experience when the workload becomes heavy, and must avoid excessive criticism and maintain others' self-esteem. They must also demonstrate an empathetic understanding when dealing with students and parents. It is important that their actions be based on accurate insight into the needs of others.)

<u>Judgment</u> - <u>Developing alternative courses of action and decisions which are based on logical assumptions and which reflect factual information.</u> (Designated Non-Classroom Teachers review policy changes and determine how one should implement them. They must be prepared to handle a variety of one-of-a-kind situations. Supervisors expect that Designated Non-Classroom Teachers will know when a situation requires their input or should be brought to their attention. Whether or not the supervisor is involved, the Designated Non-Classroom Teacher is expected to use the information he or she is given to develop alternatives, weigh them, and choose the most appropriate option. Designated Non-Classroom Teachers must be aware of the information needs of other areas of the organization and the impact of changes on procedures in his or her area that affect decision making. It is very important for the Designated Non-Classroom Teacher to be able to make rational and realistic decisions in handling a variety of student, staff and parent interactions.)

Decisiveness - Readiness to make decisions; renders judgments, or commits oneself to action.
(Designated Non-Classroom Teachers make many decisions impacting staff, parents and students... e.g., whether to allow requests to be met, whether or not to act, how to implement a new policy, new approaches to old problems, etc. These decisions sometimes must be made without much deliberation in some situations but with stakeholder input in most circumstances. Designated Non-Classroom Teachers must know when input is appropriate and when quick action necessitates personal action. Their actions may impact many others in the school.)

Directing/Monitoring - Establishing and/or using procedures to monitor and/or direct processes, tasks, or activities of others and personal job activities and responsibilities. Taking action to monitor the results of delegated assignments or projects. (Designated Non-Classroom Teachers are expected to follow up on assignments delegated to them and sometimes on task they assign to others. They may be asked about the tasks they have been assigned. They may ask for oral or written reports or may discuss situations with others to personally check on progress of some other special assignment. They set target completion dates and keep records of who is working on a project and when it is due, and request reports on routine activities so that he or she is kept abreast of their status. They monitor indicators of school improvement focusing on student performance variables. It is important to monitor and direct work tasks and activities in process at the school.)

Oral Communication - Effective expression in individual or group situations...includes gestures and nonverbal communication. (Designated Non-Classroom Teachers spend a considerable amount of time engaged in interactions for which information critical to the operation of their school. They are presenters and facilitators. They present their ideas to parents, peers and others in meetings. They discuss personal and work-related problems with their supervisors and peers in one-to-one conversations. They also give opinions and interpretations of new regulations during meetings with their supervisors and staff.   The form of these communications [grammar, syntax, emotion, persuasiveness, etc.] is very important to successful Designated Non-Classroom Teachers.)

Written Communication - Effective expression of ideas in writing, in good grammatical form.
(Designated Non-Classroom Teachers frequently communicates major ideas to others in writing. These ideas include plans, procedural changes, instructions, new programs, employees' issues, etc.   Some written communications are intended to inform the reader; others to move the reader to action. Using the proper form (opening/closing, punctuation, spelling, sentence structure, etc.) and grammar in these communications are important skills for the Designated Non-Classroom Teacher to possess.)

Leadership - <u>Utilization of appropriate interpersonal styles and methods in guiding individuals and groups toward task accomplishment.</u> (Designated Non-Classroom Teachers frequently will allow others to determine how a task will be accomplished. They encourage others to make their own decisions, solve their own problems, and handle their own responsibilities. They may also recommend reallocation of work during certain periods based on a team decision as to the most effective approach. While they sometimes become involved in doing the detailed work, they also must be available to provide advice and direction. Designated Non-Classroom Teachers act to motivate others by providing encouragement, support, and/or training according to each individual's unique needs. Designated Non-Classroom Teachers assist in the guidance of significant school operations. It is important to have the ability to employ various means to work with individuals and groups toward the school's mission/vision, school improvement plan goals/objectives, etc.)

Analysis - <u>Relating and comparing data from different sources, identifying issues, securing relevant information, and identifying relationships.</u> (Designated Non-Classroom Teachers continuously evaluate activities in their area of responsibility, watching for problems and making suggestions for improvement. They may also be required to analyze the school's policies, budgets, curriculum, etc., in hopes of spotting patterns or problems. They may evaluate the impact of new regulations and new policies on the school, particularly in their area of responsibility. They focus on an analysis of data related to student performance on varied measures. It is important to the success of Designated Non-Classroom Teachers to have the ability to gather and analyze data that are then related to action planning and improvement initiatives.)

Adaptability - <u>Maintaining effectiveness in varying environments, tasks, responsibilities or people; stability of performance under pressure and/or opposition.</u> (Designated Non-Classroom Teachers must be effective with a variety of groups in varying environments. They are faced with a multitude of conflicting needs, interests and goals that come from a variety of individuals, and groups. They must maintain effectiveness during change and must sometimes modify their behavior to reach a goal. They adapt behavior to achieve goals. Designated Non-Classroom Teachers must deal with a variety of responsibilities, personalities and multi-faceted situations. Designated Non-Classroom Teachers must frequently handle a large amount of work. They are often confronted with stress when deadlines are placed on their work and/or when changing priorities impact plans to accomplish work by a deadline. Designated Non-Classroom Teachers are sometimes faced with the need to assist in orienting new school staff to keep the school at peak operating effectiveness. Adaptability is often required when others oppose their ideas on varied issues. It is important that the Designated Non-Classroom Teacher remain calm and effective in these circumstances.)

Initiative - <u>Active attempts to influence events to achieve goals; self-starting rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for; originating action.</u> Designated Non-Classroom Teachers must be continually looking for better ways to do things in their school. They must analyze various situations and be willing to make, or recommend that their superiors make necessary changes. They are expected to stay up-to-date with policy changes, research-based best practices, educational research, etc. and to suggest ways in which the school can make application of new knowledge and situations. Sometimes it is important to the success of a Designated Non-Classroom Teacher to go beyond specific job responsibilities and to originate action especially related to school improvement and issues of student achievement.)

Professional/Technical Knowledge - <u>Ability to acquire knowledge, skills and mental models central to the job role and to apply that knowledge, skill or mental model appropriately to achieve professional and work place goals.</u> (Designated Non-Classroom Teachers must have knowledge of local, state, and federal policy as it relates to school specific educational issues that are appropriate to their job role. They must often have significant knowledge of a specific technical and/or educational function area. Specific expertise in a subject content area is often required as well. Although Designated Non-Classroom Teachers tend to specialize (have a significant responsibility and decision-making role) in one or more of these function areas, they may be expected to operate at an awareness or partial responsibility level in many function areas the school as a whole as well. Designated Non-Classroom Teachers must continually seek ways to enhance their professional growth in their areas of expertise and responsibility. Designated Non-Classroom Teachers may also be expected to demonstrate knowledge, skills, attitudes, intents and outcomes linked to appropriate Educator Accomplished Practices as well.

Rubric Applied to Assessment of Designated Non-classroom Teachers-<u>Group B</u> for EPCs [excluding Student Performance] and Goal

Outstanding Performance

This rating indicates that the Designated Non-classroom Teacher has **demonstrated mastery** of the important **content, strategies, and skills** represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and has **acted to internalize** the essential content, strategies, skills and mental models associated with the EPC. The Designated Non-classroom Teacher has **demonstrated expert knowledge, demonstrated professional growth** and has **acted as a resource for other staff** related to the content/strategies/skills of the EPC.   The Designated Non-classroom Teacher has also **exhibited exceptional expertise** when working with others in relation to the identified EPC.

High Performing

This rating indicates that the Designated Non-classroom Teacher has **demonstrated above average behavior consistent with** the **content, strategies, skills** and mental models represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and is **continuing to enhance practices** related to the content, strategies and skills associated with the EPC. The Designated Non-classroom Teacher has also demonstrated knowledge/skill application at a **(high) level of quality** when working with others in relation to the identified EPC.

Satisfactory

This rating indicates that the Designated Non-classroom Teacher has **demonstrated behavior consistent with** the content, strategies, skills and mental models represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and is **continuing to enhance practices** related to the content, strategies and skills associated with the EPC. The Designated Non-classroom Teacher has also demonstrated knowledge/skill application at an appropriate **(proficient) level of quality** when working with others in relation to the identified EPC.

Has Needs

This rating indicates that the Designated Non-classroom Teacher has **developmental needs** related to the content, strategies, skills and/or mental models represented by the behavioral indicators described in the identified EPC. Designated Non-classroom Teacher **has made some significant errors** when performing in relation to the important knowledge, strategies and skills and/or has **exhibited only a minimal demonstration of** them. The Designated Non-classroom Teacher has **sometimes exhibited behavior that is not congruent with** the behavioral indicators associated with the identified EPC. The Student Services professional has demonstrated knowledge/skill application at a **level of quality below expectation** when working with others in relation to the identified EPC.   <u>This rating reflects developmental needs for the individual and may require the development and implementation of a **PDP**</u>.

Unsatisfactory

This rating indicates that the Designated Non-classroom Teacher has **significant developmental needs** related to the **content, strategies, skills and/or mental** models represented by the behavioral indicators described in the identified EPC. The Designated Non-classroom Teacher **continues to make errors after intervention and/or has exhibited only a rough approximation of the important knowledge, strategies and skills.** The Designated Non-classroom Teacher has **often exhibited behavior that is not congruent with** the behavioral indicators associated with the identified EPC. The Designated Non-classroom Teacher has demonstrated knowledge/skill application at a **low level of quality** when working with others in relation to the identified EPC. <u>This rating reflects **significant developmental needs** for the individual and requires the development and implementation of a **PDP**</u>.

Forms for Designated Non-Classroom Teachers-<u>Group B</u>

This section of the manual describes the key forms used with **Deans, ISTs, Reading/Mentor Coach, ESE Facilitator, Lead Teacher (as appropriate) and Certain Other Resource Teachers as Designated by the Principal**

<u>Please note that there are three (3) potential forms related to this group of Designated Non-Classroom Teachers</u>- the Unit Goals Form, the Summary Assessment Form, and a Professional Improvement Plan (PIP) if appropriate. The only forms that are placed in the teacher's personnel file are the Summary Assessment Form and PIP as appropriate.

The Unit Goals Form is developed collaboratively by the Administrator and Designated Non-Classroom Teacher. The Priority Expectations section of the Summary Assessment Form is agreed upon and completed collaboratively by the Administrator and Designated Non-Classroom Teacher at the Planning Session early in the year.

The Summary Assessment form is completed by the administrator to document assessment ratings for the Essential Performance Criteria and Goal.

 The PIP form may be used with persons being assessed that are experiencing developmental needs or performing in an unsatisfactory manner in relation to one or more of the Essential Performance Criteria.

All forms are "Word Forms" documents. You may view/access them by going to the individual file for these Designated Non-Classroom Teacher positions in Group B <u>in public folders in Outlook (All Public Folders- Professional Development</u>.

APPENDIX H

QUICK REFERENCE: PROCESS, FORMS AND TIME LINES… 2007-2008

The material found in this section of the manual provides a quick reference guide for the use of forms and the approximate time lines related to each of the teacher assessment processes.

Please note that there are five (5) forms related to Category One and Category Two – the EPCSA, the QPSA, the QPOI the IPGP, and a PDP if appropriate**.**

All forms are "Word Forms" documents. You may view/access them by going to the individual file, <u>"Teacher Assessment System" in public folders in Outlook (All Public Folders- Professional Development)</u>.

The PDP form <u>may</u> be used with teachers who are rated "Needs Improvement" related to one or more of the Essential Performance Criteria and <u>must</u> be used with teachers who have been rated "Unsatisfactory" related to one or more of the Essential Performance Criteria. The only exception is for a rating of "Unsatisfactory" for Student Performance. The application of a PDP is optional at the discretion of the administrator.

<u>Please note that all materials for use with Groups [A and B] of Designated Non-Classroom Teachers are in Appendix G. Timelines for applicable procedures and processes are the same as for Teachers.</u>

QUICK REFERENCE TIMELINES/FORMS - TEACHERS 2007-2008

Process Category	Forms Used	Time Line	Date 07-08
ONE	***QPOI** as a **Diagnostic Observation**, **IPGP Initiated… *Student Performance Measured (Part I) Student Data Analyzed, Learning Needs Identified, Student Learning Goals Written *Professional Development Planning Initiated (Part II) *Part IIIs will be created through the School year**	Within **45** working days	**Oct. 15**
	*<u>**EPCSA**</u> **completed**	Within **45** working days	**Oct. 15**
	IPGP Interim Review Initial **QPSA**	Within **90** student days	**Jan 17**
	Second QPOI Formative Use **As appropriate (Summative)**	Within **120** student days	**Mar 04**
	Final **QPSA**	By Day **165** of Student Contact	**May 13**
	IPGP Summary Review	By day **190** of contract	**June 04**
	Final **QPSA & PDP** Assessment Materials Sent To **Sr. Director**	TBA	TBA
	Final **Competency Check-Off** At **PEC** Close and	By **last day of teacher contract** <u>as appropriate</u>	**June 04**
	Documentation Forwarded To HRS		**June 18**

Category

TWO

IPGP Initiated… Student	Within **45 days of**	**Oct. 15**
*Performance Measured (Part I)	contract year	
Student Data Analyzed,		
Learning Needs Identified,		
Student Learning Goals Written		
*Professional Development		
Planning Initiated (Part II)		
*Part IIIs will be created through the School year		
EPCSA completed	Within **45 days of**	**Oct. 15**
	contract year	
Initial QPOI	**by last day of**	**Jan 17**
(**if** applicable)	**Semester I**	
First (QPSA), if	(**Optional unless**	**Jan. 17**
Appropriate	**on PDP**)	
(PDP)		
IPGP Interim Review	By **End of Semester 1**	**Jan. 17**
(Optional)		
Final QPOI (if applicable)	By day **165** of student	**May 13**
Final QPSA	contact	
IPGP Review	By day **190** of contract	**June 04**
Student Performance Gains		
Successful Professional		
Development Participation		
& Follow-Up Completion		
Final **QPSA & PDP**	TBA	TBA
Assessment Materials Sent		
To **Sr. Director**		