

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY



**SPECIAL TEACHERS ARE REWARDED
STAR**

Teacher Performance Assessment Evaluation Information

School Board

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The following pages summarize the school district's Instructional Personnel Assessment process for teachers most directly relating to the STAR (**S**pecial **T**eachers **A**re **R**ewarded) award program. Information is provided to assist in supporting the responses from the district to the requirements identified in the development templates provided by DOE.

HANDBOOK FOR INSTRUCTIONAL PERSONNEL ASSESSMENT

Overview and Contents

Section 21.2 of the negotiated teacher contract requires that the instruments and procedures associated with the evaluation of instructional personnel be incorporated in a separate document. The General Manager of Personnel Services and the Executive Director of the Classroom Teachers Association annually review instructional evaluation instruments and procedures to ensure that they remain in compliance with Florida Statute and with sound professional practice.

PHILOSOPHY

Hillsborough County's instructional personnel evaluation system is built upon the premise that the school district's employees are the best-qualified personnel available. The purpose of evaluation is to improve instruction and to increase the effectiveness of instructional personnel at work sites and schools.

The philosophy of an instructional personnel assessment system must be underpinned by sound educational principles that support the use of contemporary research in effective assessment practices. The Hillsborough County Instructional Personnel Assessment Procedures were developed with this in mind. This system is the result of a task force of teachers, administrators, parents and business representatives working in concert, utilizing contemporary research, and arriving at a consensus judgment as to the procedure's current form.

The aforementioned task force, utilizing input from a cross-section of stakeholders, developed this system with the intent to provide the groundwork for a fair, equitable, and legally sound assessment system. The expectation of the school board, and the task force which developed the system, is that the assessment system will support the school district's educational philosophy, goals, and priorities by improving the quality of instruction.

USE OF ASSESSMENT DATA

The purpose of evaluation is to improve instruction and to increase the instructional educator's effectiveness. Inherent in the philosophical basis of this assessment system is the premise that the assessment data will be used to make personnel decisions.

Performance assessment data generated by the Hillsborough County Instructional Personnel Assessment Procedures may be used as a component in the process to select individuals for growth programs, special assignments, promotions, or further recognitions as appropriate.

The use of assessment data plays a significant role when an annual contract employee is considered for renomination for the following year, as well as when being considered for the granting of tenure. The data are also used when considering the rehiring of temporary contract personnel. Assessment data is always considered in the awarding of monetary performance recognitions.

Pursuant to Florida Statute, assessment data will also be used to identify instructional employees who are not performing their duties in a satisfactory manner. The data will be collected and utilized in a manner that is consistent with the concept of due process. In circumstances where the data indicate corrective action is necessary, the NEAT procedure will be utilized. This requires notification of deficiency, explanation of deficiency, assistance necessary for improvement, and time for improvement. The data also play an integral part in the decision-making process when instructional personnel are being considered for demotion or termination.

RESEARCH BASE

The personnel appraisal system is significantly based upon the research associated with *Educator Accomplished Practices* produced by the Florida Education Standards Commission as "Accomplished Competencies of Teachers of the Twenty-First Century."

EDUCATOR ACCOMPLISHED PRACTICES

Accomplished Practice #1: ASSESSMENT : Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Accomplished Practice #2: **COMMUNICATION:** Uses effective communication techniques with students and all other stakeholders.

Accomplished Practice #3: **CONTINUOUS IMPROVEMENT:** Engages in continuous professional quality improvement for self and school.

Accomplished Practice #4: **CRITICAL THINKING:** Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Accomplished Practice #5: **DIVERSITY:** Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

Accomplished Practice #6: **ETHICS:** Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Accomplished Practice #7: **HUMAN DEVELOPMENT AND LEARNING:** Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Accomplished Practice #8: **KNOWLEDGE OF SUBJECT MATTER:** Demonstrates knowledge and understanding of the subject matter.

Accomplished Practice #9: **LEARNING ENVIRONMENTS:** Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Accomplished Practice #10: **PLANNING:** Plans, implements, and evaluates effective instruction in a variety of learning environments.

Accomplished Practice #11: **ROLE OF THE TEACHER:** Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Accomplished Practice #12: **TECHNOLOGY:** Uses appropriate technology in teaching and learning processes.

THE FLORIDA PERFORMANCE MEASUREMENT SYSTEM

The indicators on the Florida Performance Measurement System (FPMS) Summative Observation Instrument for classroom teachers and for media specialists focus on teacher behavior. This does not imply that student behavior is of no interest, or is uninvolved in classroom interaction. The emphasis on teacher behavior and media specialist behavior, however, enables us to intervene more specifically and accurately and with some ability to predict the results of such intervention.

The following is a summary of the research that forms the basis of FPMS as it relates to classroom teachers.

INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

- Research indicates that beginning class promptly keeps the class on task longer and causes fewer disruptions. The effective teacher provides the students with bell work while the teacher does "housekeeping" (taking roll, etc.) chores.
- Having materials organized and ready to hand out is much more effective than having to search for the appropriate folder. Using AV equipment or orienting students to lab work is an effective teaching strategy.
- Orienting students to what will happen that day helps to maintain focus and keep students on task. Allowing talk or activities unrelated to the subject causes distractions, interrupts the flow of learning, and causes students to be off task.

- Reviews must be content oriented. Simply listing the previous day's or week's lesson is only minimally effective. Students must participate by answering questions. The effective teacher conducts a beginning review and a middle-of-the-lesson review. Most important, however, is the end-of-lesson review. Retention, as well as the amount of learning, will increase if reviews are conducted.
- The effective teacher may ask many factual questions which are recall in nature. Higher order questions require students to manipulate material to answer the questions. While research on the merits of low order vs. high order questioning remains contradictory, both types of questions must be asked. The ineffective teacher allows unison responses which decrease academic achievement. Research also indicates that nonacademic questions break the flow of instruction and allow students to drift off track.
- The effective teacher rephrases the student's response, either to indicate the accuracy of the response or to clarify the question. The effective teacher also amplifies on a student answer, so as to add information to the discussion. The effective teacher corrects student mistakes--either by providing the correct answer, by providing cues to clarify the question in the mind of the student, or by assisting the student in finding the procedures to arrive at a correct solution.
- The effective teacher avoids words/phrases such as "OK", "good," "all right." Instead, more specific praise is used. Research indicates that praise can be overused, so the effective teacher balances the use of praise. Praise is more effective in the lower grades. Be aware that criticism and negativism correlate with depressed learning. Research indicates that praise does not correlate highly with greater academic achievement except with low-SES/low-ability students in the early grades. If praise is to have a positive effect on academic achievement, it must be specific as to why the response is correct.
- The need for practice is generally accepted. Effective practice is contingent upon the length of the practice time, the distribution of the practice time, and the nature of the material. Less meaningful material requires shorter periods of practice and better results are achieved when the practice periods are distributed. Sequential practice with increasing order of complexity produces better results.
- Studies show that the effective teacher does not differ from the ineffective teacher in the amount of seatwork or homework that he/she gives, but rather in how he/she handles it. The effective teacher gives clear and concise directions and then checks to make sure the students understand what to do and how to do it.
- The effective teacher does not give a seatwork assignment and then leave it up to the students to seek help if they need it. Once the assignment is given, the effective teacher moves around the room to check on the students' progress and assists those the teacher feels need individual help.

PRESENTATION OF SUBJECT MATTER

- If concepts are taught by providing definitions, examples and non-examples, and by identifying attributes, then students are more likely to acquire complex concepts than if taught other ways.
- If the teacher analyzes causal conditions and their effects, then students are more likely to comprehend cause-effect relationships. If the teacher uses linking words to connect the conditional part of a principle to the consequent part ("if"... "then"), then student achievement in explanatory content will be higher than if the connection is made with conjunctions such as "and" or, even less effective, not made at all. If the teacher makes applications of laws or law-like principles, then student achievement in explanatory knowledge will increase.
- If the teacher directs students in using academic rules by describing rule circumstances and by providing rule practice, then students are more likely to comprehend rule situations.
- If the teacher performs in keeping with the schema of evaluation and is rigorous in treating criteria and their applications, then students will likely learn to be systematic in considering value questions and more likely to reach defensible value judgments.

VERBAL AND NONVERBAL COMMUNICATION

- Student achievement increases when the teacher emphasizes the important points by the following methods: (1) the use of terms such as "note this" or "this is important"; (2) underlining written material or using different colors; (3) the use of spaced repetition.

- Teacher behavior that expresses enthusiasm for the task and challenges the students to accomplish it tends to increase involvement and reduce deviancy.
- Although there is limited empirical evidence to support the effect of bodily expression or nonverbal behavior on achievement, there are indications that teacher behavior such as smiles or gestures enhances achievement level.

MANAGEMENT OF STUDENT CONDUCT

- Rules/procedures must be established and monitored (Harry Wong principles). The effective teacher is predictable and task oriented, and establishes an orderly classroom environment at the very beginning of the school year. The effective teacher monitors rules consistently throughout the school year. Group alert correlates with work involvement and freedom from deviancy in recitation settings; correlations are weak or nonsignificant in seatwork settings. Group alert is strongly correlated with accountability.
- Overlapping correlates significantly with freedom from deviancy and work involvement. "Withitness" and overlapping correlate with each other, with "withitness" techniques by themselves being more effective in managing student conduct than overlapping techniques by themselves.
- Momentum is more important than maintaining smoothness in classroom management. Momentum correlates with freedom from deviance in both recitation and seat work. Momentum correlates significantly with work involvement in recitation settings, but not in seatwork settings.

Media Specialists

The following is a summary of the research that forms the basis of the FPMS as it relates to Media Specialists.

PLANNING

- Various studies dealing with library media center management indicate that in effective library media programs the library media specialist plans and interacts cooperatively with staff, administrators and students in formulating and implementing library media programs and services.
- Successful library media programs have broad, well defined goals that can be measured objectively to evaluate their achievements. Effective planning includes setting short-term priorities and strategies for implementing program goals.
- Models of productive library media centers cite the establishment of policies and procedures framed around information synthesized from interaction with the school community.
- Research reveals that successful library media specialists search out and use financial resources with purpose. This includes establishing systematic procedures for needs assessment and budget allocations.

ORGANIZATION

- According to research by Greenberg (1981) and Charter (1982), a commitment to efficient, immediate access to library media resources and facilities is directly related to the effectiveness of library media programs.
- Planning of the library media center's physical facilities to accommodate individual study, small and large group activities, viewing, listening and leisure activities, and search and circulation activities promotes efficient library media center utilization.
- Library media centers that are attractive and inviting stimulate user interest and are conducive to learning.
- Studies support the fact that proficient library media center utilization is directly affected by the existence of a systematic method of classifying, housing and circulating materials and equipment.
- Effective library media specialists develop job descriptions, assign tasks and provide training and support to personnel, volunteers and students that are consistent with the level of skill and proficiency required for each task.

EVALUATION

- Developing assessment instruments and implementing assessment procedures increase library media program quality and productivity.
- Successful library media programs evolve, through the analysis of assessment data, to facilitate relevant program development.

SELECTION AND ACQUISITION

- Studies have shown that when a school library's materials selection policy is based on educational theory, it provides for better interaction between students and materials.
- Library media specialists must comply with specific county guidelines for ordering materials. These materials are selected from professionally acceptable sources.
- According to research, a materials selection policy which encourages input from students, teachers and staff will more closely reflect the curriculum needs; thus, enhancing the collection of the media center and making it an indispensable component of the school program.

MAINTENANCE

- Maintaining both print and non-print collections in an attractive and accessible condition is essential to the success of the media program.
- In order to benefit the total collection, materials must be systematically weeded. Unusable or out-dated materials should be replaced with current resources. The collection should be inventoried on an annual basis.

SKILLS INSTRUCTION

- The successful media specialist develops a plan for teaching library media skills on a continuum which is based on district guidelines and comprehensive developmental library media skills curriculum.
- Research supports the importance of cooperation between media specialists and teachers when implementing library media skills lessons which are directly related to, or supportive of, classroom curriculum and/or activities.

CONSULTATION/INFORMATION

- According to Becker (1970), the "guidance function of the librarian exerts significant influence on pupil achievement in information gathering skills." Various studies have shown that the media specialist is the main access point to media resources by students.
- Stimulation and guidance by a media specialist can increase student reading. It is through the guidance and stimulation of the media specialist that students will develop the desire to read.
- Research supports a close correlation between the utilization of the media center by students and teachers and a thorough orientation by the media specialist to the resources available there.
- The most successful media programs are based on the continual updating of instruction in media usage and materials. Busse (1975) found that "teachers' competencies in media utilization had a significant relationship to their frequency of use of media."
- Studies have shown that media specialists make important and necessary contributions to the overall planning and design of instructional programs.

PRODUCTION

- Providing equipment and supplies for media production to students and educators, as well as consultation in regard to the design and/or preparation of instructional materials, is a necessary function of the library media specialist.

PUBLIC RELATIONS

- To assure a successful library media program, the library media specialist communicates orally and in writing to inform students and educators of new and on-going services and activities.

Sample key indicators, serving as examples, are provided to instructional personnel for each accomplished practice and for observable teacher behaviors to indicate both satisfactory and outstanding performance.

NON-TENURE PERSONNEL EVALUATION PROCEDURE

1. Each non-tenured educator evaluates himself/herself two times during each school year, using the appropriate adopted evaluation form. The self-evaluation is turned in to the administrator or immediate supervisor for his/her information on or before the first working day in December and in March. The December evaluation, which is kept at the work location, is completed and signed by the administrator and a copy returned to the educator no later than January 5. Where the administrator or immediate supervisor has checked unsatisfactory performance, recommendations for improvement and assistance will be made in writing to the teacher. The educator also has the opportunity to make a written response.

2. The administrator or immediate supervisor has the responsibility to do a summative evaluation for each educator in the spring of each year. As part of this assessment, an administrator or his/her designated observer makes at least one FPMS observation using the approved observation instrument. For classroom teachers, the designated observer must use the Florida Performance Measurement System (FPMS) Screening/Summative Observation Instrument (SSOI) and be approved to do so.

3. Non-interactive skills, interactive skills, and instructional effectiveness/impact are included in the evaluation. An educator earning an Overall Unsatisfactory rating is reported to the General Manager of Personnel Services.

NOTE: For purposes of the district's monetary award programs, the annual spring evaluation serves as the primary qualifications document.

TENURED AND EXPERIENCED LICENSED PERSONNEL EVALUATION PROCEDURE

1. The administrator evaluates each educator holding tenure at least once annually. (Effective with the 2004-2005 school year, licensed personnel serving in instructional roles may be evaluated under the tenure procedure upon successful completion of three consecutive prior years of experience in that role.) As part of this evaluation, the administrator makes use of observation data.

2. When the administrator deems the performance of the educator holding tenure or the licensed personnel as satisfactory, the administrator may waive the data-gathering observation; however, an observation utilizing the adopted instrument must be made at least once every three years.

3. Each tenured or eligible licensed educator will complete a self-evaluation at least one time during each school year, using the appropriate adopted evaluation form. The self-evaluation will be turned in to the administrator or immediate supervisor for his/her information on or before the first working day in April. Where the administrator or immediate supervisor has checked unsatisfactory performance, recommendations for improvement and assistance available are made in writing to the educator. The educator also has the opportunity to make a written response.

4. Non-interactive skills, interactive skills and instructional effectiveness/impact will be included in the evaluation. An educator receiving an Overall Unsatisfactory rating will be reported to the General Manager of Personnel Services.

NOTE: For purposes of the district's monetary award programs, the annual spring summative evaluation serves as the primary qualifications document.

EVALUATION RATINGS

	Unsatisfactory	Needs Improvement	Satisfactory			Outstanding	Total
	<80% of expectations	<90% of expectations	100% of expectation			95% of Total Possible	
	Point Range	Point Range	Point Range				
Classroom Certificated Personnel	86 or below	86.5 – 97	97.5	108	136.5	137 or above	144
Non-Classroom Certificated Personnel	85 or below	85.5 – 95	95.5	106	132.5	133 or above	140
Media Specialist	75.5 or below	76.0 – 86	86.5	95	123.5	124 or above	131

Instructional personnel are expected to meet or exceed satisfactory standards in every aspect of their performance. The score of achieving all “S” ratings is highlighted.

The basis for an “Overall Unsatisfactory” rating is achieving less than 80% of expectations; the “Overall Needs Improvement” rating results with achievement of 80% - 90% of expected standards. This “NI” rating is mid-point between expected standards score and the overall unsatisfactory score. When an overall rating is an “NI” or “U,” the evaluator must provide written expectations and recommendations for improvements.

An “Overall Outstanding” rating can be earned when instructional personnel exceed expected standards in designated indicators to earn at least 95% of the total possible points available. “O” ratings, marked by the teacher or the evaluator, require verbal discussion of the basis for exceeding standards. The teacher may choose to provide written documentation of outstanding performance, but shall not be required to nor penalized for not providing such documentation.

To be eligible for STAR ★ award consideration, teachers must also earn an Effectiveness Value related to student achievement computed by the Assessment and Accountability Office. Information on how the evaluation “Overall Outstanding” score is used to determine the STAR ★ award consideration, see the document titled [Methods for Determining Student Achievement](#).

INSTRUMENTATION

Three different instruments are used in the district evaluation system: Classroom Certificated Personnel, Media Specialist, and Non-Classroom Certificated/Licensed Personnel. The following pages include the instruments and a summary of the scoring procedures for the documents in relation to the State Star ★ award program.

**PREPRINTED EMPLOYEE AND ASSIGNMENT
DATA TO BE PLACED HERE**

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Please check (✓) the appropriate rating in each area.

NOTE: To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 141 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

I. INSTRUCTIONAL EFFECTIVENESS (Point values: O = 10; S = 6; NI = 4.5; U = 0)	SELF				EVALUATOR				
	O	S	NI	U	O	S	NI	U	
a. Promotes academic learning designed to improve student performance. ★	10	6	4.5	0	★	10	6	4.5	0
ENTER SECTION TOTAL PTS (MAX 10)									

II. PLANNING AND PREPARATION (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Plans effective lessons consistent with State and District curriculum frameworks.		2	1.5	0		2	1.5	0	
b. Identifies lesson objectives appropriate for the level of achievement of individual students based on curriculum goals. ★	4	2	1.5	0	★	4	2	1.5	0
c. Selects appropriate resource materials and activities related to effective lesson objectives.		2	1.5	0		2	1.5	0	
d. Selects effective lesson materials and activities that include cultural contributions of various groups.		2	1.5	0		2	1.5	0	
e. Sequences the use of materials and activities for effective lesson preparation.		2	1.5	0		2	1.5	0	
f. Identifies effective procedures to assess student attainment of lesson objectives. ★	4	2	1.5	0	★	4	2	1.5	0
ENTER SECTION TOTAL PTS (MAX 16)									

III. PROFESSIONAL BEHAVIORS (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Adheres to State, District and School policies and procedures.		2	1.5	0		2	1.5	0	
b. Contributes to and participates in the School Improvement Plan.		2	1.5	0		2	1.5	0	
c. Is punctual in reporting to school and in carrying out school assignments.		2	1.5	0		2	1.5	0	
d. Observes confidentiality relating to students, teachers and school.		2	1.5	0		2	1.5	0	
e. Performs with a minimum of supervision.		2	1.5	0		2	1.5	0	
f. Communicates effectively with students and other stakeholders to increase student achievement. ★	4	2	1.5	0	★	4	2	1.5	0
g. Works cooperatively and supportively with the school staff.		2	1.5	0		2	1.5	0	
h. Demonstrates logical thinking and makes practical decisions.		2	1.5	0		2	1.5	0	
i. Makes suggestions and offers criticism with discretion.		2	1.5	0		2	1.5	0	
j. Responds reasonably to and acts appropriately upon constructive criticism.		2	1.5	0		2	1.5	0	
k. Dresses appropriately and is well groomed.		2	1.5	0		2	1.5	0	
l. Engages in self-assessment and participates in professional development activities to improve instructional effectiveness. ★	4	2	1.5	0	★	4	2	1.5	0
ENTER SECTION TOTAL PTS (MAX 28)									

IV. TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Demonstrates knowledge of subject matter. ★	6	3	2.5	0	★	6	3	2.5	0
b. Uses instructional time efficiently, while employing the principles of continual quality improvement in an instructional setting with students. ★	6	3	2.5	0	★	6	3	2.5	0
c. Orients students to class work and maintains academic focus.		3	2.5	0		3	2.5	0	
d. Uses vocabulary and presents content appropriate to the subject area and to the students' abilities, while using appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles, and with special needs. ★	6	3	2.5	0	★	6	3	2.5	0
e. Presents subject matter effectively, using technology where appropriate and available, while using appropriate skills and strategies that promote the creative/critical thinking capabilities of students. ★	6	3	2.5	0	★	6	3	2.5	0

CLASSROOM CERTIFICATED INSTRUCTIONAL EFFECTIVENESS EVALUATION

Spring or Fall (circle one)

Please check (✓) the appropriate rating in each area.

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

IV. TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)	SELF				EVALUATOR				
	O	S	NI	U	O	S	NI	U	
f. Gives directions in a clear, concise manner.....	3	2.5	0			3	2.5	0	
g. Uses appropriate questioning techniques.....	3	2.5	0			3	2.5	0	
h. Uses students' responses/amplifies/gives feedback.....	3	2.5	0			3	2.5	0	
i. Uses praise appropriately.....	3	2.5	0			3	2.5	0	
J. Checks for comprehension during instruction.....	3	2.5	0			3	2.5	0	
k. Holds students accountable for and gives appropriate feedback on seatwork/homework.....	3	2.5	0			3	2.5	0	
l. Circulates and assists students during seat work.....	3	2.5	0			3	2.5	0	
m. Demonstrates enthusiasm when presenting content.....	3	2.5	0			3	2.5	0	
n. Uses effective traditional and alternative assessment procedures that provide for individual, ethnic and cultural differences of students..... ★	6	3	2.5	0	★	6	3	2.5	0
o. Uses supportive data to arrive at a grade or indication of student progress, and uses technology to manage systems of instruction, record keeping, and reporting systems where appropriate and available.....	3	2.5	0			3	2.5	0	

ENTER SECTION TOTAL PTS (MAX 60)

V. CLASSROOM MANAGEMENT (Point values: O = 6; S = 3; NI = 2.5; U = 0)	SELF				EVALUATOR				
	O	S	NI	U	O	S	NI	U	
a. Establishes and maintains standards for acceptable student behavior..... ★	6	3	2.5	0	★	6	3	2.5	0
b. Maintains instructional momentum..... ★	6	3	2.5	0	★	6	3	2.5	0
c. Stops misconduct using effective, appropriate techniques.....		3	2.5	0			3	2.5	0
d. Exhibits consistency when dealing with student behavior.....		3	2.5	0			3	2.5	0
e. Enhances and maintains students' self-esteem..... ★	6	3	2.5	0	★	6	3	2.5	0
f. Monitors students to remain on task.....		3	2.5	0			3	2.5	0
g. Uses and maintains equipment and classroom properly.....		3	2.5	0			3	2.5	0

ENTER SECTION TOTAL PTS (MAX 30)

DATE OF SELF-EVALUATION: _____ SIGNATURE OF TEACHER: _____

OVERALL EVALUATION RATINGS: O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Instructional personnel are expected to meet or exceed satisfactory standards in every aspect of their performance and to strive to achieve outstanding ratings in the STAR ★ competencies. The score of achieving all "Satisfactory" ratings is 108 and is the minimum expected standard for all teachers.

EVALUATION RATING
OVERALL "O" ≥ 137.0
OVERALL "S" = 97.5 – 129.5
OVERALL "NI" = 86.5 – 97.0
OVERALL "U" ≤ 86.0

GRAND TOTAL
(CIRCLE ONE RATING)
O S NI U

VI. EVALUATOR'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

VII. EVALUATOR'S RECOMMENDATION:
To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 141 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator. (Evaluator: Initial one of the two boxes below.)

This teacher qualifies for State STAR ★ consideration. YES NO

VIII. TEACHER'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

Signature of Evaluator: _____ Date: _____
Signature of Teacher: _____ Date: _____

**PROCEDURE TO CALCULATE "OVERALL RATINGS" ON EVALUATIONS
Classroom Certificated Personnel**

It is important that the assessment system measure interactive skills, non-interactive skills, and instructional effectiveness. Although the need for assessing non-interactive dimensions is recognized, the assessment system gives primary emphasis to the interactive professional performance and to instructional effectiveness/impact in the classroom.

The following points shall be given for Section I (instructional effectiveness) (1 item):

Outstanding	10 points
Satisfactory	6 points
Needs Improvement	4.5 points
Unsatisfactory	0 points
Not Applicable	6 points

The following points shall be given for Sections II and III (non-interactive skills) on the evaluation form (18 items):

Outstanding	4 points
Satisfactory	2 points
Needs Improvement	1.5 points
Unsatisfactory	0 points
Not Applicable	2 points

The following points shall be given for Sections IV and V (interactive skills) on the evaluation form (22 items):

Outstanding	6 points
Satisfactory	3 points
Needs Improvement	2.5 points
Unsatisfactory	0 points
Not Applicable	3 points

The total points possible on the evaluation form are 144.

- Those who earn a total of 137 points or higher are assessed with "Overall Outstanding" performance.
- To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 141 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

Teachers eligible for STAR ★ award consideration must also earn an Effectiveness Value related to student achievement. For information on how the evaluation "Overall Outstanding" score is used to determine the STAR ★ award eligibility, see the document titled Methods for Determining Student Achievement.

Personnel are expected to meet or exceed satisfactory standards in every aspect of their performance.

**PREPRINTED EMPLOYEE AND ASSIGNMENT
DATA TO BE PLACED HERE**

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

NOTE: To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 128 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

Please check (√) the appropriate rating in each area.

	SELF				EVALUATOR				
	O	S	NI	U	O	S	NI	U	
I. INSTRUCTIONAL IMPACT (Point values: O = 10; S = 6; NI = 4.5; U = 0)									
a. Provides instruction in the skills necessary to access information in all formats to enhance student achievement and to support continual quality improvement in the instructional setting. ★	10	6	4.5	0	★	10	6	4.5	0
ENTER SECTION TOTAL PTS (MAX 10)									
II. PLANNING AND PREPARATION (Point values: O = 4; S = 2; NI = 1.5; U = 0)									
a. Plans lessons consistent with state and district curriculum framework(s).		2	1.5	0			2	1.5	0
b. Supports district and school goals. ★	4	2	1.5	0	★	4	2	1.5	0
c. Assists teachers in selecting appropriate media for units of study in support of lesson objectives. ★	4	2	1.5	0	★	4	2	1.5	0
d. Selects appropriate resource materials, programs and displays related to school curriculum.		2	1.5	0			2	1.5	0
e. Selects resource materials, programs and displays that include cultural contributions of various groups.		2	1.5	0			2	1.5	0
ENTER SECTION TOTAL PTS (MAX 14)									
III. PROFESSIONAL BEHAVIORS (Point values: O = 4; S = 2; NI = 1.5; U = 0)									
a. Adheres to state, district and school policies and procedures.		2	1.5	0			2	1.5	0
b. Completes media records and reports accurately, up-to-date and on time.		2	1.5	0			2	1.5	0
c. Is punctual in reporting to school and in carrying out school assignments.		2	1.5	0			2	1.5	0
d. Is adept in human relations and works collaboratively and effectively with students, staff members, parents and the community, to maximize instructional support through use of the media center. ★	4	2	1.5	0	★	4	2	1.5	0
e. Performs with a minimum of supervision.		2	1.5	0			2	1.5	0
f. Answers and invites parent communication.		2	1.5	0			2	1.5	0
g. Demonstrates logical thinking and makes practical decisions.		2	1.5	0			2	1.5	0
h. Makes suggestions and offers criticism with discretion.		2	1.5	0			2	1.5	0
i. Responds reasonably and acts appropriately upon constructive criticism.		2	1.5	0			2	1.5	0
j. Dresses appropriately and is well groomed.		2	1.5	0			2	1.5	0
k. Engages in self-assessment and participates in professional activities to improve instructional impact. ★	4	2	1.5	0	★	4	2	1.5	0
ENTER SECTION TOTAL PTS (MAX 26)									
IV. PROFESSIONAL COMPETENCIES & TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)									
a. Demonstrates knowledge of theories, techniques, technology and skills in the field of library media. ★	6	3	2.5	0	★	6	3	2.5	0
b. Utilizes physical facilities effectively.		3	2.5	0			3	2.5	0
c. Provides an atmosphere conducive to individual inquiry, small group activities, research, study and relaxation in support of student achievement goals. ★	6	3	2.5	0	★	6	3	2.5	0
d. Reviews with departments and/or individual teachers and students the procedures for group and/or individual student assignments.		3	2.5	0			3	2.5	0
e. Demonstrates the ability to direct media staff, media students, and volunteers.		3	2.5	0			3	2.5	0

MEDIA SPECIALIST INSTRUCTIONAL EFFECTIVENESS EVALUATION

Spring or Fall (circle one)

Please check (✓) the appropriate rating in each area.

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

	SELF					EVALUATOR			
	O	S	NI	U		O	S	NI	U
IV PROFESSIONAL COMPETENCIES & TECHNIQUES OF INSTRUCTION (Point values: O = 6; S = 3; NI = 2.5; U = 0)									
f. Conducts in-service sessions for staff members in the production and use of media, multimedia and technology that support instructional goals of the school and of individual teachers.....	★ 6	3	2.5	0	★	6	3	2.5	0
g. Prepares lists of newly acquired print and non-print media and multimedia equipment, in a timely manner.....		3	2.5	0			3	2.5	0
h. Presents subject matter effectively and with enthusiasm, while using appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles and with special needs.....	★ 6	3	2.5	0	★	6	3	2.5	0
i. Uses praise appropriately.....		3	2.5	0			3	2.5	0
j. Checks for comprehension during instruction, using both traditional and alternative forms of assessment of student learning.....	★ 6	3	2.5	0	★	6	3	2.5	0
k. Establishes and maintains standards for acceptable student behavior.....	★ 6	3	2.5	0	★	6	3	2.5	0
l. Circulates and assists students in the media center.....		3	2.5	0			3	2.5	0
m. Stops misconduct using effective, appropriate techniques.....		3	2.5	0			3	2.5	0

ENTER SECTION TOTAL PTS (MAX 57)

	O	S	NI	U		O	S	NI	U
V. MEDIA CENTER MANAGEMENT (Point values: O = 6; S = 3; NI = 2.5; U = 0)									
a. Builds and maintains a balanced comprehensive collection of print media, non-print media, multimedia and technology to enhance student learning.....	★ 6	3	2.5	0	★	6	3	2.5	0
b. Coordinates ordering and distribution of all media and services from the Instructional Services Center.....		3	2.5	0			3	2.5	0
c. Effectively utilizes the district circulation system for all print and non-print materials as well as maintains an effective circulation system for items not cataloged in the district media circulation system.....	★ 6	3	2.5	0	★	6	3	2.5	0
d. Keeps an up-to-date inventory of all multimedia equipment, print media, non-print media and technology by adhering to district procedures.....		3	2.5	0			3	2.5	0
e. Demonstrates skill in budgeting funds and adheres to budget deadlines.....		3	2.5	0			3	2.5	0
f. Provides assistance for production services while adhering to copyright guidelines.....		3	2.5	0			3	2.5	0

ENTER SECTION TOTAL PTS (MAX 24)

DATE OF SELF-EVALUATION: _____ SIGNATURE OF MEDIA SPECIALIST: _____

OVERALL EVALUATION RATINGS: O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Media specialists are expected to meet or exceed satisfactory standards in every aspect of their performance and to strive to achieve outstanding ratings in the STAR ★ competencies. The score of achieving all "S" ratings is 95 and is the minimum expected standard.

EVALUATION RATING
OVERALL "O" ≥ 124.0
OVERALL "S" = 86.5 – 123.5
OVERALL "NI" = 76.0 – 86.0
OVERALL "U" ≤ 75.5

GRAND TOTAL
(CIRCLE ONE RATING)
O S NI U

VI. EVALUATOR'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

VII. EVALUATOR'S RECOMMENDATION:
To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 128 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator. (Evaluator: Initial one of the two boxes below.)
This media specialist qualifies for State STAR ★ consideration. YES NO

VIII. MEDIA SPECIALIST'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

Signature of Evaluator: _____ Date: _____
Signature of Media Specialist: _____ Date: _____

**PROCEDURE TO CALCULATE "OVERALL RATINGS" ON EVALUATIONS
Media Specialist**

It is important that the assessment system measure interactive skills, non-interactive skills, and impact on instruction. Although the need for assessing non-interactive dimensions is recognized, the assessment system gives primary emphasis to the interactive professional performance and to instructional effectiveness/impact in the classroom.

The following points shall be given for Section I (instructional impact) (1 item):

Outstanding	10 points
Satisfactory	6 points
Needs Improvement	4.5 points
Unsatisfactory	0 points
Not Applicable	6 points

The following points shall be given for Sections II and III (non-interactive skills) on the evaluation form (16 items):

Outstanding	4 points
Satisfactory	2 points
Needs Improvement	1.5 points
Unsatisfactory	0 points
Not Applicable	2 points

The following points shall be given for Sections IV and V (interactive skills) on the evaluation form (19 items):

Outstanding	6 points
Satisfactory	3 points
Needs Improvement	2.5 points
Unsatisfactory	0 points
Not Applicable	3 points

The total points possible on the evaluation form are 131.

- Those who earn a total of 124 points or higher are assessed with “Overall Outstanding” performance.
- To be eligible for STAR ★ award consideration, one must (1) earn an “Overall Outstanding” score of 128 or higher, (2) have no “NI” or “U” marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

Teachers eligible for STAR ★ award consideration must also earn an Effectiveness Value related to student achievement. For information on how the evaluation “Overall Outstanding” score is used to determine the STAR ★ award eligibility, see the document titled Methods for Determining Student Achievement.

Personnel are expected to meet or exceed satisfactory standards in every aspect of their performance.

**PREPRINTED EMPLOYEE AND ASSIGNMENT
DATA TO BE PLACED HERE**

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Please check (✓) the appropriate rating in each area.

NOTE : To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 137 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

I. INSTRUCTIONAL IMPACT (Point values: O = 10; S = 6; NI = 4.5; U = 0)	SELF				EVALUATOR				
	O	S	NI	U	O	S	NI	U	
a. Plans activities consistent with state board rules, statutes, district policies, procedures, program standards and district and school improvement plans that promote increased student achievement. ★	10	6	4.5	0	★	10	6	4.5	0
ENTER SECTION TOTAL PTS (MAX 10)									

II. PLANNING AND PREPARATION (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Uses time efficiently.		2	1.5	0		2	1.5	0	
b. Helps plan and provide training activities and workshops for other professionals and parents/caretakers. ★	4	2	1.5	0	★	4	2	1.5	0
c. Demonstrates punctuality.....		2	1.5	0		2	1.5	0	
d. Performs responsibilities with a minimum of supervision.		2	1.5	0		2	1.5	0	
e. Completes records and reports accurately and in a timely manner.		2	1.5	0		2	1.5	0	
f. Dresses appropriately and is well groomed.		2	1.5	0		2	1.5	0	
ENTER SECTION TOTAL PTS (MAX 14)									

III. PROFESSIONAL BEHAVIORS (Point values: O = 4; S = 2; NI = 1.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Evaluates own professional growth on a regular basis and pursues appropriate professional development activities to maintain or improve effectiveness. ★	4	2	1.5	0	★	4	2	1.5	0
b. Follows standards of ethical conduct and best practices as put forth by national and state professional associations and/or the Nurse Practice Act.		2	1.5	0		2	1.5	0	
c. Establishes and follows through on appropriate priorities.		2	1.5	0		2	1.5	0	
d. Assembles and utilizes information, materials, equipment and technology for maximum effectiveness.....		2	1.5	0		2	1.5	0	
e. Seeks and uses collaborative consultation with colleagues and administrators. ★	4	2	1.5	0	★	4	2	1.5	0
f. Selects and uses appropriate intervention resources, assessment, materials and activities that demonstrate sensitivity to individual, ethnic and cultural differences and are consistent with professional competencies. ★	4	2	1.5	0	★	4	2	1.5	0
g. Accurately interprets the results of student assessments to appropriate school personnel. ★	4	2	1.5	0	★	4	2	1.5	0
h. Advocates for the needs of students.		2	1.5	0		2	1.5	0	
i. Maintains confidentiality with respect to records and to oral and written communication.....		2	1.5	0		2	1.5	0	
j. Participates in committees/activities within the district and community which contribute to student success. ★	4	2	1.5	0	★	4	2	1.5	0
k. Prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data.		2	1.5	0		2	1.5	0	
ENTER SECTION TOTAL PTS (MAX 32)									

IV. PROFESSIONAL RELATIONSHIPS (Point values: O = 6; S = 3; NI = 2.5; U = 0)	O	S	NI	U	O	S	NI	U	
a. Collaborates with school personnel, parents, and other professional and agency representatives, demonstrating respect for different points of view.		3	2.5	0		3	2.5	0	
b. Maintains flexibility in performance of responsibilities.		3	2.5	0		3	2.5	0	
c. Operates as a team member and/or assumes a leadership role as appropriate. ★	6	3	2.5	0	★	6	3	2.5	0
d. Consults with administrative staff on a regular basis.....		3	2.5	0		3	2.5	0	
e. Responds to students, parents/caretakers and staff in an appropriate and timely manner.....		3	2.5	0		3	2.5	0	
f. Keeps self and colleagues informed about new developments and issues affecting their profession, including up-to-date research. ★	6	3	2.5	0	★	6	3	2.5	0

CERTIFICATED/LICENSED NONCLASSROOM EFFECTIVENESS EVALUATION
Spring or Fall (circle one)

Please check (✓) the appropriate rating in each area.

O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

IV	PROFESSIONAL RELATIONSHIPS (Point values: O = 6; S = 3; NI = 2.5; U = 0)	SELF				EVALUATOR			
		O	S	NI	U	O	S	NI	U
	g. Works with a minimum amount of supervision within job description.....	3	2.5	0		3	2.5	0	
	h. Demonstrates skill in handling specific assignments.....	3	2.5	0		3	2.5	0	

ENTER SECTION TOTAL PTS (MAX 30)

V.	PROFESSIONAL SKILLS (Point values: O = 6; S = 3; NI = 2.5; U = 0)	SELF				EVALUATOR			
		O	S	NI	U	O	S	NI	U
	a. Administers, scores and/or utilizes screening, assessment, testing and evaluation instruments accurately	3	2.5	0		3	2.5	0	
	b. Conducts comprehensive unbiased individual evaluations.	3	2.5	0		3	2.5	0	
	c. Demonstrates knowledge of theories, best practices and techniques appropriate to the profession. ★	6	3	2.5	0	★ 6	3	2.5	0
	d. Demonstrates skills in mental health counseling, crisis intervention, application of suicide prevention techniques, problem solving, enhancing self-esteem, goal setting and application of clinical techniques, where appropriate.	3	2.5	0		3	2.5	0	
	e. Demonstrates knowledge and proficiency in the use of statistical measures.	3	2.5	0		3	2.5	0	
	f. Uses appropriate clinical interviewing techniques and/or multiple sources of information regarding students.	3	2.5	0		3	2.5	0	
	g. Uses state eligibility criteria and supportive data to arrive at educational recommendations and/or mental health planning.	3	2.5	0		3	2.5	0	
	h. Adheres to appropriate clinical standards when engaged in mental health counseling and/or consultation.	3	2.5	0		3	2.5	0	

ENTER SECTION TOTAL PTS (MAX 27)

VI.	COMMUNICATION (Point values: O = 6; S = 3; NI = 2.5; U = 0)	SELF				EVALUATOR			
		O	S	NI	U	O	S	NI	U
	a. Speaks positively and constructively when discussing students with parents and school personnel	3	2.5	0		3	2.5	0	
	b. Adheres to professional standards of confidentiality..... ★	6	3	2.5	0	★ 6	3	2.5	0
	c. Communicates general and technical information in a clear, informative manner that assists other professionals in planning and implementing strategies for students. ★	6	3	2.5	0	★ 6	3	2.5	0
	d. Assists others in understanding and utilizing his/her professional services..... ★	6	3	2.5	0	★ 6	3	2.5	0
	e. Uses effective techniques when making presentations to groups and other professionals.	3	2.5	0		3	2.5	0	
	f. Establishes and maintains rapport with school/community.	3	2.5	0		3	2.5	0	

ENTER SECTION TOTAL PTS (MAX 27)

DATE OF SELF-EVALUATION: _____

SIGNATURE OF EDUCATOR: _____

OVERALL EVALUATION RATINGS: O = Outstanding S = Satisfactory NI = Needs Improvement U = Unsatisfactory

Personnel are expected to meet or exceed satisfactory standards in every aspect of their performance and to strive to achieve outstanding ratings in the STAR ★ competencies. The score of achieving all "S" ratings is 106 and is the minimum expected standard.

EVALUATION RATING
OVERALL "O" ≥ 133.0
OVERALL "S" = 95.5 – 132.5
OVERALL "NI" = 85.5 – 95.0
OVERALL "U" ≤ 85.0

GRAND TOTAL

(CIRCLE ONE RATING)
O S NI U

VI. EVALUATOR'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

VII. EVALUATOR'S RECOMMENDATION:

To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 137 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator. (Evaluator: Initial one of the two boxes below.)

This teacher qualifies for State STAR ★ consideration. YES NO

VIII. EDUCATOR'S COMMENTS AND/OR SUGGESTIONS: (additional pages allowed)

Signature of Evaluator: _____ Date: _____

Signature of Educator: _____ Date: _____

**PROCEDURE TO CALCULATE "OVERALL RATINGS" ON EVALUATIONS
Non-Classroom Certificated/Licensed Personnel**

It is important that the assessment system measure interactive skills, non-interactive skills, and impact on instruction. Although the need for assessing non-interactive dimensions is recognized, the assessment system gives primary emphasis to the interactive professional performance and to instructional effectiveness/impact in the classroom.

The following points shall be given for Section I (instructional impact):

Outstanding	10 points
Satisfactory	6 points
Needs Improvement	4.5 points
Unsatisfactory	0 points
Not Applicable	6 points

The following points shall be given for Sections II and III (non-interactive skills) on the evaluation form (17 items):

Outstanding	4 points
Satisfactory	2 points
Needs Improvement	1.5 points
Unsatisfactory	0 points
Not Applicable	2 points

The following points shall be given for Sections IV, V, and VI (interactive skills) on the evaluation form (22 items):

Outstanding	6 points
Satisfactory	3 points
Needs Improvement	2.5 points
Unsatisfactory	0 points
Not Applicable	3 points

The total points possible on the evaluation form are 140.

- Those who earn a total of 133 points or higher are assessed with overall outstanding performance.
- To be eligible for STAR ★ award consideration, one must (1) earn an "Overall Outstanding" score of 137 or higher, (2) have no "NI" or "U" marks in any indicator, and (3) have no more than one satisfactory rating in any ★ indicator.

Teachers eligible for STAR ★ award consideration must also earn an Effectiveness Value related to student achievement. For information on how the evaluation "Overall Outstanding" score is used to determine the STAR ★ award eligibility, see the document titled Methods for Determining Student Achievement.

Personnel are expected to meet or exceed satisfactory standards in every aspect of their performance.