

**THE SCHOOL BOARD OF POLK COUNTY, FLORIDA and the
POLK EDUCATION ASSOCIATION, INC.**

TEACHER

COLLECTIVE

BARGAINING

AGREEMENT

2013-2016

Amended April 28, 2015

**2013-2016 TEACHER COLLECTIVE BARGAINING AGREEMENT
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PREAMBLE

THIS CONTRACT, made and entered into by and between **THE SCHOOL BOARD OF POLK COUNTY, FLORIDA**, hereinafter referred to as the "BOARD," and **POLK EDUCATION ASSOCIATION, INC.** (an affiliate of the Florida Education Association, the National Education Association, and the American Federation of Teachers), as representative of the teaching personnel employed by the School Board of Polk County, Florida and included in the bargaining unit certified by the Public Employees Relations Commission, hereinafter referred to as the "ASSOCIATION,"

WITNESSETH:

WHEREAS, the Board and the Association recognize and declare that providing a quality education for the children of the Polk County Public School System is their mutual aim, and that such quality education should, in most cases, include teachers and Association involvement in formulating policies and programs, and

WHEREAS, the Association recognizes that the Board has responsibility and authority to manage and direct, in behalf of the public, all the operations and activities of the School District to the full extent authorized by law, including disciplinary action, subject to the provisions of this agreement in dealing with instructional personnel, and

WHEREAS, the Board and the Association have agreed to negotiate in good faith with respect to the determination of all terms and conditions of employment, and now, having reached agreement on same, desire to execute this contract covering such agreement, and

WHEREAS, the parties, following extensive and deliberate negotiations, have reached certain understandings which they desire to confirm in this agreement,

In consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I - EMPLOYEES REPRESENTED

The Board recognizes the Association as the exclusive bargaining representative for the following unit of employees whether under contract, on leave, employed or to be employed by the District, all as included in the certification instrument Case No. 8H-RA-754-1092, issued by the Florida Public Employees Relations Commission on the 27th day of June, 1975: Amended 22nd day of August, 1983.

Classroom teachers including:

Band Directors	Primary Resource Teachers
Certified Tutorial	Psychologists
Compensatory	ROTC Instructors
Consultants (certified Rank III or above)	Social Workers, including Visiting Teacher/Social Workers, 94/142 Social Worker, County-wide Social Worker
Deans	PSOC Social Worker
Earn & Learn	Speakers of Non-Standard English Program
Guidance Counselors, including Occupational Specialists, Elementary, Secondary Counselors, and Reading Teachers	Specialists (Certified Rank III or above)
Health Educators	Student Activities Teachers
Homebound	Visiting Teachers
Librarians, including Central Process Librarian, all media persons (certified Rank III or above)	Vocal Directors
Migrant Early Childhood	Vocational Education Teachers
	Work Experience
	Registered Nurse Specialist/ Trainers of Prevention and Resource Specialists/Trainers Of Health Services
	Rehabilitation Nurses

Special Education teachers including:

Autistic	Socially Maladjusted
Deaf Education	Specific Learning Disabilities
Diagnostic Classroom Teacher	Speech/Language Diagnosticians
Educable Mentally Handicapped	Speech Therapist/Clinicians
Emotionally Disturbed	Staffing Specialist
Gifted Specialist	Trainable Mentally Handicapped
Physical Education - Exceptional	Visually Handicapped
Physically Handicapped	

Such representation shall exclude Superintendent, Assistant Superintendents, Director of Employee Relations, Principals, Assistant Principals, County Coordinators, Vocational Technical Center Directors, Vocational Technical Center Assistant Directors, Vocational Technical Center Coordinators of Evening Programs, County Supervisors, County Directors, Deputy Superintendents, Area Assistant Superintendents, Administrative Assistants. Any new managerial positions created shall also be excluded.

The term "teacher" when used hereinafter in the agreement shall refer to all professional employees represented by the Association in the bargaining unit. Any new instructional non-managerial or non-supervisory positions created by the Board shall be considered as part of the bargaining unit.

Step Up Academy Charter School employees shall be employees of the School Board of Polk County which has granted the charter and shall be included under the collective bargaining agreement between the Board and the PEA, and as understood by the parties shall be covered by the Public Employee Relations Act.

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2.1 Annual Negotiations: Negotiations will be conducted each year according to the ground rules as mutually agreed upon prior to negotiations. Ground Rules (see Appendix G) used at the previous year's sessions will serve as the basis for discussing any changes before adopting ground rules for the current negotiating sessions. Such ground rules mutually agreed upon shall assist in the orderly process for negotiations.

2.2 Beginning Date: Both parties agree that negotiations for a new contract shall commence no later than 30 days after ratification of the current collective bargaining agreement in a good faith effort to reach a contract. The Association agrees to give the Board notice of intent to negotiate a contract a minimum of sixty (60) days prior to the expiration of the contract in force at the time and also notify Public Employees Relations Commission in writing of this intent.

2.3 Power and Authority of Representatives: The parties mutually pledge that their representatives shall be vested with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.

2.4 Mediation/Special Master Costs: Any cost incurred through mediation or special master will be shared equally by the Board and the Association. The expense of consultants shall be borne by the party requesting them.

2.5 Regular Meetings during Term of Contract: The Board and Association negotiating teams will meet together each month during the regular school year on a regularly set day and time for the purpose of reviewing the administration of this agreement and to resolve problems that arise there from. These meetings are not intended to bypass the grievance procedure. Further, each party shall submit to the other prior to the meeting an agenda covering what they wish to discuss. The Board and Association negotiating teams will meet to bargain over any affected section of the Contract if the amendments to §1012, *Florida Statutes*, which were enacted in 2011 by the passage of Senate Bill 736, are subsequently overturned or modified by a Court of competent jurisdiction or the Florida Legislature.

2.6 Amending This Contract: Any matter not specifically covered by this contract but of concern for one or both of the parties may be brought up for negotiations during the contract period if both parties agree that its consideration is necessary and desirable.

When such a meeting results in a mutually acceptable amendment to this agreement, the amendment shall be subject to ratification by the Board and the Association, the same as is the agreement.

2.7 The District and PEA will establish a Task Force to review the positions of Network Manager covered by both the Paraeducator and Teacher CBAs. The purpose of the Task Force is to review the practical requirements of these two positions and make recommendations to the District's and PEA's Bargaining Teams regarding the necessary training and skills needed to successfully meet the District's established purpose for these positions. The Task Force may consider a multi-tiered system where documented training such as Microsoft certifications are a factor in determining pay. The Task Force shall also consider equity of compensation, skills, training, and workload. It is anticipated that the Task Force shall begin meeting in June, 2015.

ARTICLE III - SCHOOL CALENDAR

3.1 The Board agrees that the Association may name at least four (4) members to the Superintendent's Calendar Committee for the duration of this agreement.

3.2 The Board agrees to provide the teachers with six (6) paid holidays per school year for the duration of this agreement.

3.3 Non-student contact days for teachers shall be designated as six (6) Work Days and (4) Staff Development Days. Work Days shall be available for teachers to use as Teacher Self-Directed Planning (Article 6.3) except that the principal may schedule and hold a Faculty Meeting (Article 6.5) of not more than 90 minutes during the day. Staff Development Days may be used as described in Article 6.5 Faculty Meetings.

3.4 The Board shall include at least seven (7) Student Early Dismissal Days distributed throughout the school year. The days shall be designated as four (4) Teacher Self-Directed Planning Days and three (3) Staff Development Days. Students shall be dismissed 150 minutes early to provide teachers 150 minutes of self-directed planning time on four (4) of these days in addition to the planning time described in Sections 6.3 through 6.3-5 of the contract. The additional 150 minutes of preparation time for the remaining three (3) of these Student Early Dismissal Days may be designated for staff development. All remaining time shall be used by the employee for self-directed planning activities.

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Definitions:

Continuing Contract (CC): a contract issued to a teacher prior to July 1, 1984 allowing the teacher to continue in that position or a similar position on the salary schedule authorized by the School Board without the necessity for annual reappointment until such time the position is discontinued, the person resigns, his/her contract status is changed, or the teacher is terminated in accordance with Florida Statutes.

Professional Service Contract (PSC): a contract issued to a teacher prior to July 1, 2011 that renews each year until such time as the person resigns, his/her contract status is changed, or the teacher is terminated in accordance with Florida Statutes.

Annual Contract (AC): a contract issued to a non-probationary teacher for one year which may be renewed annually in accordance with the provisions of this collective bargaining agreement and state statutes.

Probationary Contract (PC): a contract issued to a teacher during the initial year of employment in Polk County Public Schools where the teacher may be dismissed without cause or may resign without breach of contract. An employee may only be issued one Probationary Contract unless the employee was rehired after a break in service for which an authorized leave of absence was not granted. A Probationary Contract shall initially be awarded regardless of previous employment in another school district or state.

Just Cause: fair and reasonable basis for disciplinary action up to and including termination, as defined in applicable Florida Statutes specific to the contract under which the employee is employed.

Moral Turpitude: gross violation of standards of moral conduct, vileness. An act involving moral turpitude is considered intentionally evil, making the act a crime.

4.1 Right to Organize: Teachers shall have the right to self-organization for mutual protection, to form, join or assist the organization or refrain from such activity, and to bargain collectively through representatives of their own choosing.

4.2 Non Denial of Rights: The Board agrees that nothing contained herein shall be construed to deny to any teacher all rights as guaranteed by the laws and Constitution of the State of Florida and the United States.

4.2-1 County-wide Election Days: To encourage all employees to participate in local, state, and national elections, the Board agrees that no events should be scheduled outside the regular employee duty day on all County-wide Election Days.

4.3 Non Discrimination: The provisions of this agreement shall be applied without regard to race, creed, color, religion, national origin, age, gender, or marital status.

4.3-1 Teachers shall not be subject to discriminatory treatment.

4.3-2 Teachers shall not be subject to retaliation as a result of exercising any rights under this agreement.

4.4 Just Cause: No teacher will be disciplined, reprimanded, suspended, terminated or otherwise deprived of fringe benefits or contractual rights during the term of his/her contract without just cause. No teacher shall be demoted from continuing contract/professional service contract to Annual Contract nor be deprived of his/her contractual salary for the remainder of the contract year without just cause. No teacher will be relieved from a supplemental position during the term of that supplemental contract without just cause. Refer to 14.4-1 for discipline concerning supplemental positions. Any teacher terminated during the term of his/her contract shall be entitled to a fair hearing based on due process.

4.4-1 Progressive discipline shall be followed, except in cases where the course of conduct or the severity of the offense justifies otherwise. Unusual circumstances may justify suspension with pay. Progressive discipline shall be administered in the following steps:

- (1) verbal warning in a conference with the teacher. (A written confirmation of a verbal warning is not a written reprimand);
- (2) dated written reprimand following a conference;
- (3) suspension without pay for up to five days by the Superintendent and
- (4) termination.

“Letters of Concern” are not a form of discipline.

4.4-2 This section shall not apply during a probationary period when the employee may be terminated without cause, or the employee may resign without breach of contract in accordance with Florida Statutes.

4.4-3 A teacher shall have the right to have present a member representative of the Association and/or the Association staff during any disciplinary or investigatory conference with said teacher conducted by the principal or other designated County school official regarding the teacher's infraction of rules or delinquency in the performance of his/her professional duties. Teachers shall be notified twenty-four (24) hours in advance of such conferences when possible. When the teacher requests such representation, no disciplinary action shall be taken until representation is present. If a

teacher is called upon to assist in an investigation of a principal/immediate supervisor, which was initiated by administration, that teacher shall have the right to Association representation including staff.

4.5 Reports in Personnel File: Personnel files shall be maintained in accordance with §1012.31, *Florida Statutes*. Each teacher shall receive a copy of all evaluative, reprimanding, disciplinary, complimentary, and derogatory reports to be placed in his/her personnel files at the school/department or District office. These reports shall be delivered in person, and the teacher shall sign to acknowledge receipt of them. Each teacher shall have the right to answer in writing to all evaluative, reprimanding, disciplinary, complimentary and derogatory reports. These answers shall be delivered in person and the immediate supervisor shall sign to acknowledge receipt of them. The responses then will be placed in the teacher's personnel file. The teacher and/or the Association, upon written authorization from the teacher, may review and reproduce the contents, at his/her expense, or any of same. The review shall be made in the presence of the administrator or his/her designee, responsible for the safekeeping of such file. The teacher may challenge, through the established grievance procedure, the maintenance of any document therein. At the written request of a teacher, any report in a teacher's personnel file (school/department or District office) excluding assessments or observations, that may be considered or construed by the teacher and/or Association to be reprimanding, disciplinary or derogatory will be placed in an envelope and labeled "not relevant for disciplinary purposes" and returned to the personnel file. This would be done only after three consecutive years of no serious reprimands or problems on record.

4.5-1 Any record of disciplinary action or derogatory report which has been in the file longer than three years, or any reference in the file to an incident that occurred more than three years ago, may not be used as evidence or testimony against a teacher. Cases of disciplinary action which was the result of moral turpitude or a pattern of allegations of child endangerment that results in disciplinary action by the District or professional practice services are exempted from the three year moratorium.

4.5-2 In the event of a current, on-going criminal investigation, a public criminal history may be obtained and used in determining possible disciplinary action.

4.5-3 Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the materials. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify them as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents. No anonymous letter or anonymous materials shall be placed in the personnel file. An employee has the right to answer in writing any such materials and the answer shall be attached to the file copy.

4.5-4 Except for items that are by law exempt, all material placed in the teacher's personnel file shall be available to the teacher at his/her request for inspection.

4.5-5 There shall be a single point of contact in the Human Resource Services Division for an employee or the Association to review the personnel file as defined in Florida Statutes. Furthermore, it is agreed that the school/worksites shall send those materials noted in 4.5-3 to the Human Resource Services Division for placement in said personnel file.

4.5-6 When statements are made against a teacher no written copies or related materials will be placed in the teacher's individual file nor any disciplinary action taken against a teacher until the teacher is made aware of the person who is making the accusation, the matter is discussed with the teacher, and the teacher has received a copy. If the principal/administrator finds that the statements or accusations are false, no record shall be maintained. Before disciplinary action is taken, the teacher shall be made aware of the person who is making the accusation and that teacher, at the discretion of the principal, shall be given opportunity to confront the accuser.

4.5-7 A memorandum will be distributed annually from the Human Resource Services Division to all administrators reviewing the expectations for personnel records set forth in Article 4.5.

4.6 District Curriculum and Textbook Committees: Recommendations of curriculum and textbooks for the District shall be made by committees appointed by the Superintendent or his/her designee. Teachers in the appropriate grade level or subject area shall comprise at least 50% of each committee. Secondary Textbook Committees should include a Reading Specialist. Said Committees shall recommend up to three (3) books/series for each grade/subject appropriate to meet the varying instructional ability levels. The selections shall be recommended to the Superintendent for presentation to the Board for adoption.

4.6-1 Teachers shall be encouraged to give suggestions and shall be included in the procedure to determine textbook budget allocation and curriculum within each school.

4.7 Professional Dress: In as much as teachers are role models for students, each teacher shall maintain a neat, professional appearance appropriate for his/her specific teaching assignment.

4.8 Classroom Decorum: The Board and the Association agree that proper classroom decorum is essential to the learning process.

4.8-1 Feedback shall not be given to teachers by District staff in the presence of students or peers, and instruction shall not be interrupted except for the safety of a student or other person.

4.8-2 When officials from other educational agencies are conducting campus visits, any feedback that needs to be made to teachers as a result of these visits, should not be made in the presence of students or peers, however all feedback should be made in the presence of the school administration.

4.9 Teacher Responsibilities: It shall be the duty of the Superintendent and his designees to see to it that the teachers are informed of all teacher responsibilities. It shall be the duty of the teacher to comply with such requirements. Among the duties and responsibilities for which teachers will be accountable to perform are as follows:

1. Teach efficiently and faithfully in the classroom or place of duty.
2. Use prescribed instructional materials and methods of instruction.
3. Punctual and accurate record keeping.
4. Fulfill the terms of any teaching contract unless released from the contract by the Board.
5. Conform to Board rules and regulations.

4.10 Use of Personal Property: Teachers shall not be required to provide/use personal property while carrying out their professional duties. A teacher shall have the right to appeal to the Board for payment for loss relating to personal property damaged beyond use or stolen (such personal property having been listed with the principal and not covered entirely by the teacher's insurance) while the teacher is acting in the performance of his/her teaching duties. Prior to appealing to the Board the request will be discussed with and investigated by the Superintendent or designee.

4.11 Faculty Funds: Personnel contributing to faculty funds shall yearly select a committee to manage the fund. An annual financial statement(s) of distribution of receipts from faculty funds and those vending machines used primarily by faculty members will be kept on file and made available to appropriate faculty members.

4.12 Teacher Orientation: The District Employee Handbook, the school faculty handbook which contains all local school policies and regulations, and any handbooks specific to assigned job tasks shall be updated annually, shall not be in conflict with the contract, and shall be provided to each teacher prior to the start of classes. Said handbooks shall provide written direction to access school board information on the web.

4.13 Polk County School Board Policies: Employees shall be notified of any changes in School Board Policies and all current policies shall be posted on the District's website. An updated version of Polk County School Board Policies shall be available in the media center of each school.

4.14 Forms Management Committee: A county-wide standing committee shall be established to review paper and electronic forms that originate from any office within the school system to be completed by other divisions, other departments, principals, teachers, students or parents. The Association shall name 50 percent of the committee members.

4.14-1 The goal of this committee shall be to recommend the reduction of as much paperwork as possible.

4.14-2 Teachers shall not be required to fill out forms, checklists, or data gathering and other documents that do not have an official School Board number on them. §1008.31(3)(c), *Florida Statutes* requires each district school board to reduce paperwork and data collection and reporting requirements.

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5.1 Right to Self-Organization: Employees shall have the right to self-organization for mutual protection, to form, join or assist the Association or to refrain from such activity, to bargain collectively through representatives of their own choosing.

5.1-1 The rights granted to the Association in this agreement shall be granted to the Association exclusively as the sole and exclusive bargaining agent and shall not be granted to any other employee organization seeking to represent employees in the bargaining unit except through the procedure as provided by law.

5.1-2 The Board agrees to grant leave to the president of the Association during his/her term of office.

5.2 Payroll Deductions: Upon appropriate written authorization from the employee, and as long as the Association is the recognized bargaining agent, the Board shall deduct Association membership dues from the employee's salary. Such authorization may be revoked by the employee with a thirty (30) day written notice to the Association and the Board. The Association agrees to provide the Board with a list of additions and deletions. The Board agrees to promptly disburse such dues collected at the end of each pay period.

5.2-1 Upon appropriate written authorization from the employee, the Board shall deduct for annuities, credit union, United Way, insurance or other plans or programs jointly approved by the Association and Board. The Board agrees to promptly disburse said sums.

5.3 Association Use of Board Facilities: The Association may use school buildings for special meetings with no rental charge. The Association must make arrangements with the principal/director with notification to the Board, show proof of liability insurance, and pay for custodial services.

5.3-1 The Board agrees to provide the Association a box at the District office mailroom for the collection of informational materials from the Superintendent and his staff as well as Board members and from worksites. Materials may also be distributed to the same through the mailroom. Further, it is agreed that the Association will be provided the use of the Board e-mail. Strict adherence to the Board's e-mail policy shall be followed. E-mail privileges may be rescinded with timely notice at the Superintendent's discretion. Copies of e-mails to 'all schools' distribution list will be exchanged between PEA and the Board.

5.4 Information Provided to Association: The Board, through the Director of Employee Relations shall provide, upon lawful request from the Association, information

concerning school finance and budgeting and any additional information concerning the terms and articles of this contract. The Board agrees to make available to any employee or to the Association information available that is designated by statutes as public information.

5.4-1 The Board agrees to furnish to the Association upon requests, agendas, minutes and all supporting documents of Board meetings.

5.4-2 The Superintendent agrees to furnish to the Association all District memos sent to employees and memos concerning employee's conditions of work and/or employment.

5.4-3 The Superintendent, when requested, shall provide the Association the following applicable information about employees employed subsequent to October 15, name, worksite, subject area or grade level, certification, ethnic group, salary step, or public record wage information, and home address.

5.4-4 The Superintendent shall provide the Association with all reports stating racial, ethnic, and gender ratios of all staff members and student population in the District.

5.4-5 The Superintendent shall annually provide the Association data regarding teachers receiving an overall evaluation of Needs Improvement/Developing or Unsatisfactory and data regarding the outcome of all appeals within two weeks of the completion of the annual evaluation process.

5.5 Monthly Meeting with Superintendent: The Superintendent or designee and the President of the Association or designee will meet on a regularly scheduled monthly basis to discuss the implementation or maintenance of this contract and/or matters of concern to either party. An agenda of general concerns to be discussed may be exchanged three days prior to the scheduled meeting to enable the parties to prepare for discussion.

5.6 Association Visits to Worksites: Association staff representatives will make prior arrangements with the principal/director or designee when planning to visit a school or worksite. The Association will provide the Director of Employee Relations the names, in writing, of staff representatives who are authorized by the Association to participate in such visits. Immediately upon arrival at the school or worksite, the representative shall report to the administrative offices and check-in following school visitation procedures. Such visitation shall in no way disrupt or interfere with the educational procedures, programs, or work processes. If access to an employee is denied, upon request reasons for denial will be given in writing to the employee and the Association.

5.7 Provision of Contracts to Association and Employees: The Board agrees to electronically provide the collective bargaining agreement for all employees and will electronically provide subsequent changes. The collective bargaining agreement will be posted on the PCSB website within 45 days of the Board's ratification. The Board will provide printed copies of the contract for employees upon request. Contract will be released for printing no more than twenty (20) days after School Board approves the agreement. Copies will be given to all new employees hired during the term of this contract. Copies and changes will be provided to the Association, at cost, to meet its needs.

5.8 Representation on District Committees: Committees assigned related to educational pedagogy shall include a minimum of two teachers appointed by the PEA President.

5.9 Communication: The Association Representative has the right of communication with members at each worksite, as long as it does not interfere with instructional time.

5.9-1 The Association shall have the right to use a bulletin board in each school. The decision as to which bulletin board to use will be made jointly by the principal/director and the building representative. The bulletin board shall be used for the purpose of posting materials related to the Association.

5.9-2 The Association may use employee mailboxes to distribute information to employees in the unit at the worksite.

5.9-3 The Association building representative shall be given an opportunity at the conclusion of each faculty meeting (before it is dismissed) to present brief reports and announcements.

5.9-4 Brief Association announcements may be made over the building communications system before or after the normal class schedule. The principal/director will receive prior notification.

5.10 Use of Building: With prior notice to the principal/director, Association members of that school may hold meetings in their school building before or after regular duty hours or after the student contact day. Assigned duties take priority over such meetings.

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Definitions:

- ***Planning time*** – Teacher self-directed time during the teacher workday set aside for teachers to plan to meet the educational needs of their assigned students.
- ***Collaborative Planning*** – Time spent with other faculty focused on designing effective instructional plans by grade level or subject area in collaboration to improve student learning, share best practices, develop assessments for learning, and other practices designed to meet the educational needs of their assigned students.
- ***Professional Learning Community (PLC)*** – An extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or subject area designed to meet the educational needs of the school's students.
- ***Instructional time*** - Time spent conducting activities that meet lesson plan, curriculum, AIP's or IEP's is instructional time.
- ***Non-instructional duty*** - Time spent supervising students in which no curriculum, lesson plan, AIP or IEP goals are met.

- ***Student Contact time*** - Time during which a teacher has direct responsibility for students; may include both instructional and non-instructional time.
- ***Special Programs – Self-contained instructional classrooms for Exceptional Student Education and teachers assigned to any alternative education program or worksite.***

6.1 Teacher Responsibility: The Board and the Association acknowledge that a teacher's primary responsibility is to teach and that support personnel and volunteers shall be used to assist with and reduce teachers' non-instructional responsibilities. The Board and the Association agree that, in order to encourage the efficient use of time and to conserve paper, paperwork required of teachers should be kept to a minimum.

6.1-1 As a part of teachers' professional responsibilities, they are expected to attend such after school activities as: parent-teacher meetings, open house, and graduation. The parties recognize that teachers have obligations outside their professional responsibilities and agree that schedules for such activities shall be provided no later than the last day of teacher pre-planning of each school year and that flex time be provided to those participating teachers by mutual agreement of the principal and teachers.

6.1-2 For all grading periods, scan sheets will be issued to the teachers one week prior to the due date. With the exception of the last grading period, scan sheets/electronic grades will be due at noon the second working day following the end of the grading period. For the last grading period, middle and high school scan sheets/electronic grades will be due at 8:00 a.m. on the first workday following the last student contact day. The exact due dates and time for scan sheets will be published within the school calendar.

6.1-3 If a teacher is required to utilize a specific software program in the execution of their job, that program must be available to them in their classroom. If software is unavailable appropriate hand written forms may be used.

6.1-4 Substitute teachers shall be employed, when available, for all absent teachers. Employees shall be able to report an illness with one contact 24 hours per day whether through a phone call or through a computer to an automatic substitute placement system. This contact shall satisfy any requirements for scheduling a substitute, if required. When a substitute is not available, the unfilled job number from the substitute placement system must be provided to impacted staff upon request. Substitute teachers shall be expected to perform all of the teacher duties normally performed by the regular teacher as determined by the building principal. Except in emergencies, classroom teachers will leave adequate written teaching plans for the substitute teachers so that the normal classroom activities may be carried out. A teacher may be requested, but not required, to substitute during his/her planning time for another teacher. In the instance of an employee who has been the subject of disciplinary action for absenteeism, a call to a school's administration can be required.

6.2 Teacher Workday: The workday for all teachers shall be no more than 7¾ hours. On non-student days teachers shall have a one (1) hour lunch break. On student days a teacher shall be scheduled for a maximum of 360 minutes per day of student contact, a duty free lunch period equivalent to that of the students, and at least 45 minutes of uninterrupted planning time. Remaining minutes of student contact time may be utilized for non-instructional duties and may be accumulated

within the week to facilitate this required coverage within the teacher's duty day. The staff shall be involved in designing the non-instructional duty schedule.

6.2-1 If the implementation of arrangements (e.g. re-assignment of paraeducators, changing of duty schedules, changing of teaching schedules of specialty teachers, etc.) for a duty free lunch equivalent to that of the students is not acceptable to a majority of the school faculty as determined by secret ballot vote, then this provision shall not apply. The determining secret ballot vote must occur at an announced time and place where ballots will be distributed, collected and counted publicly by the principal and teachers to include PEA representation, and, which allows for all teachers to attend. The vote must take place annually during the week of pre-planning.

6.2-2 Teachers assigned to Traviss and Ridge Career Centers shall work a seven (7) hour day consisting of three hundred thirty (330) minutes per day of instructional contact time and three hundred (300) minutes per week of planning time. Those employees who are under a teacher contract but do not have 330 student contact minutes per day shall work the regular 7 ¾ hour day.

6.2-3 Teachers at the Area Career Centers in special programs (such as: State Licensure Programs, Less Than 5 Days, etc.) shall work no more than a 35-hour week with no more than 1950 minutes of student contact time per week and no less than 150 minutes of planning time per week. In certain situations teachers in these programs may not have a duty free lunch.

6.2-4 Arrangements for classroom visits made during the prescribed teaching day shall be made by the teacher with the approval of the principal/immediate supervisor. Visits to a teacher's classroom by persons not connected with the Polk county school system shall be conducted only with the teacher's prior approval. Such access to public school classrooms shall not be unreasonably denied. Evaluative visits by School District Office personnel shall be made with a two (2) work day notification to the teacher and principal/immediate supervisor, except in case of emergency. Teacher approval is not required for visits by the Education Practices Commission or for special open house visitation planned by the faculty and administration.

6.2-5 Communication systems shall not be used for assessment purposes, nor shall they be used for monitoring classroom activities without the teacher's permission. School wide use of public address systems shall be kept to a minimum during student contact times. Morning and afternoon announcements shall be at predetermined times.

6.2-6 When school is not in session, a teacher may be given access to his/her classroom by arranging such access through the principal.

6.2-7 The principal or immediate supervisor shall have authority to grant a teacher's request for variation from the regular school day schedule when circumstances necessitate such a procedure. When granted, such variation shall not result in loss of pay or accumulated leave days to the teacher.

6.2-8 Teacher Resource Specialist Trainers (TRST) hired before July 1, 2005 who work a 10 or 11 month contract, for 7.75 hours daily with a 30 minute lunch inclusive, will not receive the TRST supplement (Appendix D) and will be designated as a TRST I. No TRST hired after July 1, 2005 will be eligible for the Level I designation. TRST I may elect to reclassify to the appropriate TRST II or TRST III position by notifying their supervisor in writing.

6.2-9 Teacher Resource Specialist Trainers (TRST) hired after July 1, 2005 or those hired before July 1, 2005 who elect to be reclassified, will be designated as either a Level II TRST, working 10 or 11 month contract, for 8.5 hours daily with a 30 minute lunch inclusive and receiving the TRST supplement (Appendix D), or, will be designated as a Level III TRST, working a 12 month contract, for 9 hours daily with a 1 hour lunch inclusive and receiving the TRST supplement (Appendix D) and vacation days as outlined in school board policy.

6.2-10 FS 1011.62 (2012) requires that for 2012-2013 and 2013-2014 each school district having one or more of the 100 lowest-performing elementary schools based on the state reading assessment have teachers or reading specialists, effective in teaching reading, provide an additional hour of intensive reading instruction each day of the school year at these schools. In order to comply with this mandate, teachers will work an eight (8) hour day with the additional time paid at their daily rate of pay. In the event that a teacher does not wish to work the eight (8) hour day, the principal shall have the authority to grant the request thus allowing the teacher to continue the traditional 7¾ hour day, as long as the additional hour of intensive reading instruction requirement can be met. All contractual rights including the amount of planning time as guaranteed in Article 6.3-1 will be honored.

6.2-11 A reasonable amount of travel time of at least thirty (30) minutes shall be allowed each way during the regular duty day if teachers are required to attend partial day meetings at locations other than their regularly assigned schools. For full day meetings, a reasonable amount of travel time of at least thirty (30) minutes shall be allowed each way.

6.2-12 When scheduled by the District administration, teachers may have their start and end time adjusted by up to ninety (90) minutes when given at least a two (2) week notice for attending a partial or full day inservice/meeting.

6.3 Planning Time: All teachers are to be guaranteed an uninterrupted block of at least 45 minutes of planning daily. Planning time shall be used primarily for lesson/program planning, parent conferences, student conferences, and conferring with other faculty members. The principal may have up to two (2) of these 45-minute blocks per week designated for Collaborative Planning, Professional Learning Community (PLC), or Faculty Meetings (one (1) per month). One day shall be used for collaborative planning by grade level or subject area. The second day shall be used for a PLC focused on meeting the educational needs of students or a faculty meeting (up to one (1) meeting per month). Collaborative Planning shall occur weekly except on a rare occasion when the principal may hold two (2) PLCs in one week and the following week shall have no PLC or Faculty Meeting. The

remaining three (3) blocks shall be used by the teacher solely for self-directed planning time. Recognizing that curriculum changes are inevitable throughout all areas of instruction, team/common planning may occur and is encouraged in order to meet the needs of the students. Teachers are responsible for the proper utilization of the self-directed portion of planning time.

6.3-1 During weeks when there is a full Staff Development Day, Student Early Dismissal staff development day, or a shortened week, teachers will still have three (3) days of self-directed planning that week.

6.3-2 Elementary school teachers shall have an uninterrupted, continuous block of time of no fewer than forty-five (45) minutes per day of scheduled duty free planning time during the student contact time. Should a continuous forty-five (45) minute block be unfeasible, the principal will schedule a continuous thirty (30) minute block during the student day and an additional fifteen (15) minute continuous block of time during the duty day for planning. Elementary teachers shall stay with their students when the students are participating in regularly scheduled special classes only when there is no certified instructor available.

6.3-3 Middle school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day of scheduled duty free planning time during the student contact time. Middle school schedules should include time for teacher planning time for such concepts as team planning, back to back planning periods, parent conferences, student conferences, etc. In middle schools that elect to participate in a seven (7) or eight (8) period day, the normal teaching load will be six (6) out of seven (7) or seven (7) out of eight (8) periods. (Advisor/advisee instruction will count as a teaching period.) Teachers, excluding those teachers assigned to Special Programs, shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-4 High school teachers shall have an uninterrupted, continuous block of forty-five (45) minutes per day of duty free planning time during the student contact time. A normal teaching load will be six (6) out of seven (7) periods. Instructional time will be arranged according to the school's approved schedule and in accordance with Southern Association of Colleges and Schools (SACS) guidelines. Teachers, excluding those teachers assigned to Special Programs, shall not be involuntarily assigned a teaching schedule requiring more than three (3) preparations. To indicate acceptance of a schedule with more than three (3) preparations, the teacher must be presented with the schedule in writing and indicate acceptance by attaching their signature.

6.3-5 Regular program and academic teachers at Traviss and Ridge Career Centers shall have three hundred (300) minutes per week of planning time. Special program and Alternative Education teachers who have no more than 1,950 minutes of student contact time per week shall have no less than 150 minutes of planning time per week.

6.3-6 Teachers are required to make arrangements with the principal or immediate supervisor prior to leaving school grounds during this planning time. Arrangements shall not be unreasonably difficult so as to deny teachers the ability to leave.

6.3-7 The Board shall structure a schedule for students that dismisses all students 150 minutes early to provide teachers 150 minutes of planning time in addition to the planning time described in Sections 6.3 through 6.3-45. There shall be at least seven (7) of these Student Early Dismissal Days distributed throughout the school year as mutually agreed upon. The days shall be designated as four (4) Teacher Self-Directed Planning Days and three (3) Staff Development Days. The additional 150 minutes of preparation time for up to three (3) of these Student Early Dismissal days may be designated for staff development. All remaining time shall be used by the employee for self-directed planning activities.

6.4 Non-instructional Duty: Representatives of the school staff shall be involved in developing the non-instructional duty schedule. All teachers shall be notified and volunteers solicited to participate. All volunteers shall be allowed to participate. There shall be, insofar as possible, a fair and equitable distribution of non-instructional duties and responsibilities among all teachers and staff consistent with the law and School Board policies. No teacher will be required to work more than their contracted time. If a problem with planning or distribution of non-instructional duties and responsibilities becomes apparent that cannot be resolved by the staff, it shall be referred to the Safety, Maintenance and Non-Instructional Duties Committee.

6.4-1 Except for regularly assigned duty, teachers shall not be responsible for students before or after regularly scheduled student contact hours.

6.5 Faculty Meetings: The principal shall specify a day for regular faculty meetings. Except in extenuating circumstances, the faculty meeting should be limited to the designated day. **If a change is needed, teachers shall be given two (2) days' notice except in cases of emergency.** Such meetings shall have an agenda, and shall be as brief and well planned as practical. A copy of minutes shall be kept and maintained in a designated, accessible place. Faculty meetings shall be conducted during the teacher duty day except in extenuating circumstances. Sales representatives will not be allowed access to the faculty prior to or during the faculty meeting.

6.6 Safe and Healthy Working Environment: The Superintendent shall be responsible for determining unsafe and hazardous conditions under which teachers shall not be required to work. In the event of a bomb threat or fire, teachers shall evacuate the building with their students and shall not be required to return to the building until the building has been determined safe to use according to the provisions of the School Board adopted Polk County Public Schools Disaster and Emergency Preparedness Plan. A copy of this and the school's safety plan will be included in the school's Teacher Handbook and will be reviewed annually, before the start of classes, by the faculty and staff.

The Superintendent shall be responsible for determining that teachers are working in safe and non-health threatening environments. To that end the Board shall:

6.6-1 The Board shall provide and require the use of necessary safety equipment to comply with the State Board of Education regulations concerning teachers assigned subject areas where the teacher is subjected to inordinate safety or health hazards. Provide each middle school and high school science teacher a copy of the most recent edition of the Polk County Schools Laboratory Safety Standards and Hygiene Plan.

6.6-2 Maintain heating and air conditioning equipment, where available, to provide a comfortable and healthy environment when school is in session except in emergency situations.

6.6-3 Provide parking areas and walkways, which are hazard free and appropriately lighted for nighttime activities. Where unsafe conditions exist the teacher(s) affected shall notify the school's Safety, Maintenance, and Non-Instructional Duties Committee so that corrective action may be taken.

6.6-4 Provide custodial service to maintain classrooms and other learning areas in a clean and healthy condition. This determination shall be the responsibility of the principal or immediate supervisor. Bug spraying should be conducted after school hours. Teachers shall be informed at least two days in advance of such activity. (Bug spraying, painting, major maintenance projects, etc). This provision shall not apply to emergency situations.

6.7 School Based Committees: In order to provide an efficient school operation and climate of collaboration certain school-based committees shall be established to include, but not limited to the following list of committees.

6.7-1 Curriculum Committee

Duties: **1)** Evaluate curriculum to insure compliance with appropriate Florida Sunshine State Standards for that school level. **2)** Evaluate proposed changes to the curriculum to insure the continued compliance with the State Standards and to meet specific learning needs (see Article 4.6-1). **3)** Participate in the determination of textbook budget allocation (see Article 4.6-1). Textbook purchase for ESE students will be provided through categorical textbook funding at each school. **4)** Where applicable, annually reviews the School's Curriculum guide and makes appropriate updates. **5)** Hear appeals (as indicated in 6.3) related to the assignment of more than three (3) preparations. **6)** Work with the principal in determining the need for and the nature of any school based in-service programs, and make recommendations to the Administration regarding curriculum, school improvement and training. **7)** The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairpersons. Make recommendations on the expenditure of funds allocated for materials and supplies. **NOTE:** ESE materials money will be designated at each school as part of the school budget. ESE teachers at each school should have input as to the expenditure of these funds. Teachers from other departments or grade levels may appeal to the ESE department for a portion of those funds to be used for materials provided to ESE students in regular classrooms. Recommendations are submitted to the principal/director for approval.

6.7-2 Safety, Maintenance and Non-Instructional Duties Committee

A. Duties: **1)** Develop and recommend a school safety plan; **2)** Review and support the Polk County Public Schools disaster and Emergency Preparedness Plan. **3)**

Annually survey the school facility, staff and faculty to identify maintenance needs. Provide regular input on the maintenance of buildings, grounds, parking areas and heating and air conditioning systems. Make recommendations to the principal. 4) Survey non-instructional duty needs and make recommendations appropriate within the organizational framework and without adversely affecting the educational process and student control.

B. Membership: Consideration should be given to the inclusion of: the designated Health contact, the designated safety contact, a member of the food service and custodial staff, a representative from the science department if a middle or high school and a guidance counselor as appropriate.

6.7-3 Student Concerns Committee

Duties: Discuss and make recommendations to the principal regarding new student orientation, student discipline, student attendance, and student recognitions. The orientation program for new/transfer students will be completed prior to entering the classroom. Instructional time shall not be interrupted for clerical duties except in cases where expediency is a necessity. New/transfer students will be admitted to the classroom with the least amount of disruption.

Committees will be appointed by the principal/supervisor and will include the following:

Elementary School – One teacher from each grade level, ESE and Specialty classes, principal or designee. (One committee member must be a PEA member.)

Middle School – One teacher per team, ESE and Specialty classes, principal or designee. (One committee member must be a PEA member.)

High School – One teacher per department (Academic Core, Electives, ESE, Specialty classes, vocational), principal or designee. (One committee member must be a PEA member.)

6.7-4 Committees shall meet a minimum of four (4) times per year. Minutes shall be taken and made available to all staff members. All committee meeting agendas shall support the District's Strategic Plan and each respective School's Improvement Plan (SIP). Other parties may be invited to participate in meetings as needed.

6.8 Teachers may attend regular season sports events free of charge at their home schools. This provision does not apply to State sanctioned sports playoffs and tournaments.

ARTICLE VII – CURRICULUM AND INSTRUCTION

7.1 The Board and the Association recognize the importance of adequate teaching reference materials and adequate and appropriate instructional materials and equipment in maintaining a high level of professional performance in the educational process.

7.1-1 The materials and services of a teacher reference library shall be available to all teachers in each school and/or in the District.

7.1-2 The Board shall make every reasonable effort to maintain appropriate instructional materials (printed and AV), necessary equipment and supplies and suitable

testing materials in all District schools. Every reasonable effort will be made to have basic educational supplies and materials available for the opening of school.

7.1-3 Designated duplicating and/or copying facilities shall be available for direct use by instructional personnel. Mechanical failure shall not constitute violation of this provision. At no time shall students be allowed to handle test materials submitted for duplication.

7.1-4 The Board shall provide a program of school library media services for all public school students in the District. Such libraries will provide reference materials and facilities to supplement and complement the required curriculum as long as the students are in attendance. However, the services of the media specialist shall be curtailed no more than five (5) days prior to the end of the student school year.

7.1-5 Regularly scheduled classes, such as music, art, computer labs, physical education and guidance will be provided as long as students are in attendance, unless exceptional circumstances are approved by the Superintendent.

7.1-6 **The Board recognizes that some material and equipment may be damaged, broken or lost in the normal course of education. Employees may be charged the current depreciated value of the material or equipment only if gross negligence, meaning reckless disregard, can be proven. Employees will not be charged for wear and tear caused by normal use.**

7.2 Intra-school and inter-school visitation and observation are recognized as techniques for improving teacher effectiveness. A teacher must have the approval of his/her principal or immediate supervisor in order to participate.

7.3 The Association shall have appropriate representation on the elementary, middle and high school Curriculum Committees (See Article V, Section 5.8).

7.3-1 When committees are established by the Superintendent to make recommendations regarding curriculum, the names of the committee members, shall be published in the Administrative Bulletin upon appointment.

ARTICLE VIII - STAFFING PLAN

8.1 The Board and the Association agree that optimum class size is an important aspect of the effective educational program. The Polk County School Staffing Plan shall be constructed each year according to the procedures set forth in Board Policy and, upon adoption, shall become Board Policy.

8.1-1 The Board agrees that the Association may appoint four members to the Superintendent's School Staffing Committee to include at least one representative from elementary, middle, & high school.

ARTICLE IX - PARAEDUCATORS

9.1 The Board shall determine the need for paraeducators to be employed each year after a recommendation by the Superintendent. The Superintendent will allocate such paraeducators to each area in accordance with the Staffing Plan as adopted by the Board.

9.2 Schedules of paraeducators assigned to teachers shall be worked out jointly by the teacher and principal, with the final decision made by the principal.

9.3 A teacher who has a regularly assigned paraeducator shall direct the activities of the paraeducator within the written guidelines as described by the job description. That teacher shall be provided a copy of the duties of their assigned paraeducator as stated in the Paraeducator Collective Bargaining Agreement. Any dispute between a paraeducator and a teacher shall be resolved by the principal or assistant principal after listening to both sides.

9.4 To avoid disruption to the learning environment, paraeducators shall not be pulled from regular duties except at the discretion of the principal. Teachers shall be notified as to the reason for the disruption to their classroom and lesson plan.

9.5 Paraeducators regularly assigned to teachers may be reassigned to temporary duties in accordance with their collective bargaining agreement.

9.6 The paraeducator collective bargaining agreement supercedes all other collective bargaining agreement language relating to paraeducators.

ARTICLE X – TEACHER AUTHORITY AND PROTECTION

10.1 The teacher shall observe all rules to maintain student discipline and shall have the right to take whatever action he/she feels necessary to maintain student discipline within the bounds of the Board policies, state statutes, and local school policies. The Board shall give support and/or assistance to any teacher acting in line of duty with respect to maintenance of control of discipline in the classroom or any other school activity.

10.2 Whenever it appears to the classroom teacher that a student and/or students require the attention of special counselors, social workers, law enforcement personnel, physicians or other professional persons, notification shall be submitted in writing to the administration. The administration shall respond in writing as to the disposition of the action taken.

10.2-1 A system will be developed and implemented so that whenever a teacher notifies the office of a classroom emergency, such as a student fight, severe illness, or major student insubordination, a school official with authority is available at all times to attend to the classroom emergency as soon as possible. Within one month of Board approval, this system shall be included as part of each school's Emergency Plan.

10.3 A teacher may use such force as necessary in protection from attack or to prevent injury to students and/or school personnel.

10.4 The Board and the Association agree that proper classroom decorum is essential to the learning process. Teachers, in the performance of their duties, shall not be expected to tolerate harassment, abusive language, upbraiding, insults or interference by a parent or any other person.

10.4-1 When an offense, persistent misbehavior, or the disruptive effect of misbehavior makes the continued presence of a student(s) in the classroom intolerable, the student(s) may be referred by the teacher to the principal or his/her designee for appropriate disciplinary action. In such case, an account of the problem or incident will be submitted in writing by the teacher to the principal or his/her designee. The principal

or his/her designee shall respond to the referral, in writing, as to the disposition of the case.

10.4-2 In cases when the disruptive effect of the student's behavior is so extreme as to preclude the instructional process, the teacher shall indicate on the referral the need to remove the child temporarily from the classroom until such time as the student, teacher and principal or other appropriate authority resolves the situation.

10.4-3 A teacher has the authority to remove a student from the classroom pursuant to §1003.32, *Florida Statutes*.

10.5 Individual records shall be maintained on student discipline in a separate file and shall be made available by the principal or his/her designee, to any teacher who has responsibility for that student and who requests such information.

10.6 Any case of assault or threat upon a teacher in the proper performance of his/her duties shall be promptly reported to the principal or immediate supervisor. Appropriate administrative action shall be taken in accordance with the Code of Conduct, Polk County School Board Policy, and Florida Statutes. In such case, the Superintendent or his designee shall secure appropriate legal assistance for the teacher. Teachers who may be involved in such cases shall not lose regular salary for any time lost from their duties when their presence is required before a judicial body. In case of disability, the Board agrees to continue his/her contractual salary until workmen's compensation begins. The Board agrees to follow the provisions of the §1012.63, *Florida Statutes* in regard to illness in line of duty leave.

10.7 In the event of any complaint or suit filed against a teacher as a result of any action taken by the teacher while acting within the scope of his/her employment, the Board shall provide legal assistance.

10.8 The Board shall issue to each school a copy of its policies concerning student records and to each teacher a copy of the School Discipline Code of Conduct no later than the first week that teachers report for duty.

10.9 The teacher shall determine grades of students using the guidelines of Board policy. Teachers shall maintain documentation for each student's grades at all times. Changes in student's grades may be made by the principal to correct the grades only when the need for such change can be justified as a result of an error in computation, transposing and/or recording of grades, or incomplete documentation. Teachers shall be notified of such changes.

ARTICLE XI - ACADEMIC FREEDOM

11.1 Teachers shall have all reasonable freedom within the limitations imposed by law, the State Board of Education Regulations, and the School Board policies and regulations, in the implementation of the curriculum **that is approved by the District and based on course descriptions adopted by the State Board of Education. Teachers must follow the prescribed courses of study. If approved curriculum does not exist for a specific course, then teachers may develop curriculum that follows appropriate standards. Teachers shall employ best practices of instruction pursuant to §1012.53, *Florida Statutes*. Teachers may select useful and relevant materials to supplement District supplied materials to meet appropriate standards.** However, it is the right and obligation of the principal or supervisor to reasonably question, consult with the teacher

about same, and direct, whenever necessary, within limitations imposed by law, State Board of Education Regulations, and School Board policies and regulations.

11.2 Teachers shall be entitled to freedom of discussion without censorship within the classroom on all matters, which are relevant to the subject matter and level of the students and within their area of professional competence and assignment.

11.3 Teachers shall notify the administration when they intend to inject or have had injected into units subject matter which might reasonably be anticipated to be controversial, **unless subject matter is required to be taught as per Florida Statutes, state adopted standards and/or course descriptions.**

ARTICLE XII - POLITICAL ACTIVITY

12.1 All teachers shall have freedom of political action to work for the party and candidates of their choice during off-duty hours, provided such action is within the laws of the United States of America and the state of Florida.

12.2 Political domination or coercion shall not be used to exact money or other things of value or required participation in political activity against the wishes of teachers under the threat that failure to do so shall affect their status as employees of the school system.

ARTICLE XIII - GENERAL EMPLOYMENT PRACTICES

13.1 As the Board is a fair and equal opportunity employer, marital status, race, creed, religion, sex, age, national origin or number of years teaching experience shall not be made a condition of employment. The Board and the Superintendent shall continue to implement and review their Affirmative Action Program designed to prohibit discriminatory practices, provide encouragement for applications from minority groups and women, and maintain the principle of employing a competent staff member to fill each vacancy. The Association will be advised of any proposed changes in the Affirmative Action Program and through the personnel office may make suggestions for improving the plan.

13.2 The Board may require a physical and/or psychiatric examination by a physician and/or psychiatrist licensed in Florida when, in its judgment, such an examination is relevant to teaching performance or employment status. The selection of the physician and/or psychiatrist shall be made by the teacher involved from a current list of three practicing physicians and/or psychiatrists named by the Board and the Board shall pay all costs incurred in the examination. Physical examination forms shall be available from the personnel office.

13.3 Teachers shall self-report within 48 hours to the Director of Employee Relations/Designee any arrest/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, teachers shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of 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 Florida Statutes.

13.4 Any teacher employed to fill a temporary vacancy (more than fifty (50) days) must hold at least a Bachelor's degree from a recognized institution and be working toward providing documentation to satisfy subject matter competency. Such teachers shall be placed at the appropriate step of the regular teachers' salary schedule, shall receive written notice of the requirements to be met to continue District employment, and shall be considered a part of the bargaining unit.

13.5 Assignments for summer school or evening adult school shall be made with preference given to fully qualified teachers. If all applicants are fully qualified in the subject area then the choice will be based on the following: seniority, educational qualifications, efficiency, and capacity to meet the educational needs of the program. When assigning teachers to the Exceptional Student Education Summer Extended School Year (ESY) program, priority will be given to those teachers who served these students during the preceding school year. Summer school teachers shall be employed for no fewer than three (3) hours daily.

13.6 Any teacher willfully absent from duty without leave shall forfeit compensation for the time of such absence and be subject to discharge and forfeiture of tenure and other rights and privileges as provided by law. When an employee fails to obtain prior approval for absence from work or fails to notify his/her immediate supervisor of his/her need to be absent and is absent for three consecutive workdays, the employee shall be considered to have abandoned his/her position and resigned as an employee of the Board. Special consideration will be given in case of emergencies.

13.7 If a teacher fails to return to duty at the termination of a leave, his/her employment shall be subject to review and possible cancellation by the Superintendent or the Board.

13.8 Any teacher hired to take the place of a teacher on leave of absence shall be informed in writing, in person, by the principal that he/she has been hired only for the time until the teacher on leave returns. Said hired teacher shall sign the letter as a receipt.

13.9 When leave extends beyond a period of 18 months and a teacher returns, the teacher is required to attend New Employee Orientation and the Teacher Induction Program Seminar if they were on an Annual Contract with the District when leave was requested. Teachers with professional service contracts or continuing contracts at the time leave was requested will be required to attend New Employee Orientation upon their return to the District.

13.10 The Board will not contract or subcontract any teaching work for the purpose of laying off employees in the bargaining unit.

ARTICLE XIV – PROFESSIONAL QUALIFICATIONS AND ASSIGNMENTS

(In 2011, the Florida Legislature passed statutory changes eliminating the granting of new Professional Service Contracts and prohibiting the School Board from following the requirements outlined in Sections 14.1, 14.1-1, 14.1-2, and 14.1-3 of the contract below. These provisions are therefore placed in abeyance until all legal challenges have been resolved. All other Sections beginning with 14.2 remain in full force and effect.)

14.1 *Any teacher who meets the following requirements on or before September 1 of the fiscal year shall be issued a professional service contract:*

14.1-1 Holds a regular or professional certificate as defined by State Board Regulations and as prescribed by §1012.33, Florida Statutes. If all course work and all other requirements for a regular or professional certificate have been completed and an application for the certificate is filed with the Department of Education postmarked not later than midnight, September 1, and such regular or professional certificate is subsequently issued with an effective date of July 1 of that school fiscal year, the applicant shall be deemed to hold such certificate as of September 1 of the school fiscal year in which the certificate becomes effective.

14.1-2 Has rendered three (3) years of probationary service during a period of five successive years in the district. One (1) year shall be in the Professional Educator Competency Program where required as prescribed by §1012.56, Florida Statutes. The teacher must have been recommended by the Superintendent for such contract and reappointed by the school board based on successful performance of duties and demonstration of professional competence. Teachers not so recommended shall be given reasons in writing, if they so request. The Superintendent may recommend and the School Board may issue a professional service contract to a teacher after one full year of service in the district if a teacher had previously held a continuing contract or professional service contract in the state of Florida or within this district. Any employee who holds a continuing contract may, but is not required to, exchange such continuing contract for a professional service contract in the same district. An employee who has continuing contract status prior to July 1, 1984, shall be entitled to retain such contract and all rights arising therefore in accordance with existing laws, rules of the State Board of Education, or any laws repealed by this act, unless the employee voluntarily relinquishes his continuing contract.

14.1-3 Has successfully completed three (3) years out of five (5) successive years in Polk County in which said personnel has been transferred and/or displaced due to loss of unit and would have been recommended for rehiring if a position were available. Said teacher shall be recommended by the hiring principal for professional service contract.

14.2 A Professional Service Contract shall be renewed each year unless the Superintendent, after receiving the recommendations required by s.1012.34, charges the employee with unsatisfactory performance as determined under the provisions of s.1012.34.

14.3 An employee who meets the following criteria will be continued from year to year:

- 1. Does not have a Florida Department of Education (FDOE) teaching certificate;**
- 2. Designated as “teacher” pursuant to Article I of the Teacher Collective Bargaining Agreement. For the purposes of this provision, the term “teacher” may include, but not be limited to Network Manager, Nurse, Occupational Therapist, Physical Therapist and instructors in specific subject areas who are considered to be “experts in field,” such as dance, or any other person who by virtue of his or her position of employment is not required to be certified by the FDOE or the District pursuant to Section 1012.39, Florida Statutes;**
- 3. Has completed one (1) year of continuous satisfactory employment and are reappointed.**

14.3-1 The status of these employees shall continue from year to year unless the District terminates the employee for reasons stated in this Agreement, or reduces the number of employees on a District-wide basis for financial reasons, or until a break in service occurs as a result of resignation, retirement, dismissal, or job abandonment, subject to all of the provisions of the Teacher Collective Bargaining Agreement.

14.4 The Board shall hire for full-time positions only teachers eligible to receive a certificate based on a Bachelor's degree or higher; or for non-degreed vocational teachers, a certificate based on the equivalent of a Bachelor's degree or higher.

14.5 Summer school, evening adult school and supplemental pay assignments shall be voluntary.

14.5-1 Open supplemental positions as shown in Appendix D must be advertised for five (5) working days.

Teachers interested in a supplemental position at their school/worksites will notify their principal/director of their interest on the intent to return letter for consideration of future vacancies.

Vacancies for supplemental positions must be advertised within the school where the vacancy occurs to all employees for five (5) working days.

If at the end of the five (5) day school/worksites posting, the position is not filled it will be advertised externally on the District's web page (www.polk-fl.net) for employees and non-school employees.

All persons who receive supplemental pay will be evaluated yearly concerning their duties in that position. Such evaluation will in no way impact or become a part of the District employee's regular duty evaluation.

Discipline of District employees related to supplemental positions will follow standard progressive discipline procedures.

Dismissal from an annual supplemental position during the school year or if a sport, during that sport season will be for just cause.

Removal of a District employee from a supplemental position could result in disciplinary action on the employee's regular employment with the District.

14.5-2 Recognizing that the welfare and needs of students have always been the priority in optimizing supplemental programs (Appendix D), principals or program directors shall determine assignments considering seniority (defined as experience in the supplemental area or related experience), efficiency, and capacity to meet the needs of the program for all qualified applicants.

14.6 Extra period assignments are instructional assignments. The Board and Association agree that classroom assignments for extra periods must be made with the welfare and needs of the students as priorities. Realizing that principals are responsible for delegating assignments, these assignments shall be made with preference given to fully qualified teachers. If there are more applicants than positions available, the principal shall determine assignments based on seniority, efficiency, and capacity to meet the needs of the program (this includes the needs of the students.)

(As a note of explanation: A 1996 arbitration decision found that seniority carries a greater weight than *efficiency* or *capacity*, all things being equal.)

14.7 Where the student population reflects the need for bilingual teachers, the Superintendent shall attempt to find and recommend, and the Board shall employ such teachers who are bilingual and trained to assist students in English and the primary language spoken by the student provided the teacher is fully qualified for the position.

14.8 All teachers shall be given written notice of their tentative teaching assignment for the first semester of the following year at least two weeks prior to the end of the school year. A teacher may not be assigned into an out-of field assignment unless the teacher voluntarily signs an agreement for the same. If there is a change in the tentative teaching assignment, the teacher shall be notified as soon as possible. Teachers shall be given written notice of a change in assignment for the second semester no later than the last student contact day of the first semester, except in cases of emergency.

14.9 In order to maintain employment, instructional staff required to hold teacher certification issued by the Florida Bureau of Educator Certification or the District as a term of employment will be required to be certified, qualified and highly qualified to teach core content courses or certified and qualified to teach non-core content courses. Whenever the term “fully qualified” is used in this collective bargaining agreement, it describes the state of being certified, qualified, and/or highly qualified based upon the courses and students the teacher is assigned to teach in the master schedule.

14.9-1 Teachers new to the system who are assigned to teach core content courses will be given ninety (90) days from their date of hire or until April 1st to document fully qualified status as prescribed by the District Conditional Offer of Employment in order to be considered for reappointment, and failure to provide the necessary documentation shall be grounds for termination.

14.9-2 Teachers not new to the system may not be assigned to courses which will cause the teacher not to be fully qualified unless the teacher volunteers for the assignment and the principal has pre-approval from the Director of Human Capital Management, Endorsement, and NCLB Compliance. The duration of such assignments will be limited to one year. In order for the teacher to continue in the assignment beyond the year, he/she must pass the appropriate Subject Area Examination and add the subject area to his/her certificate. Teachers who are assigned according to the aforementioned provision must pass at least one Subject Area Examination and add the area to their certificate each year until all state and federal required areas are added. The teacher will have until April 1st of each year to satisfy this requirement in order to be considered for reappointment for the following school year in that position. The District will provide reimbursement for test registration fees upon successfully passing and for the addition to the educator’s teaching certificate (Title II funds).

14.9-3 In special and unusual circumstances, the Assistant Superintendent for Human Resource Services may grant extensions to these deadlines.

14.9-4 Any teacher who accepts an assignment for which he/she is not fully qualified must sign a written notice-acknowledgement (Agreement to Earn) that outlines all requirements to remain in that assignment and the notice-acknowledgement

(Agreement to Earn) shall include the possible consequences of the teacher's failure to timely meet those requirements.

14.9-5 A teacher, voluntarily assigned for one (1) year or less into an authorized out-of-field assignment will be required to earn six (6) semester hours or 120 in-service points toward certification in the out-of-field assignment during the twelve months following the date of initial assignment. Failure to do so would make the teacher ineligible to be placed in an out-of-field assignment in the future.

14.9-6 Teachers who volunteer to teach in an authorized out-of-field assignment must remain qualified as prescribed by the written notice-acknowledgement (Agreement to Earn) and/or English for Speakers of Other Languages (ESOL) Plan of Study. In special and unusual circumstances, the Assistant Superintendent for Human Resource Services may grant extensions to these deadlines. Failure to provide the necessary compliance documentation in a timely manner may result in the teacher's displacement. Probationary or Annual Contract teachers who fail to provide the necessary compliance documentation in a timely manner may have their employment contract non-renewed following the provisions of Florida Statutes or, could be recommended for termination for failure to comply with the terms of their specific requirements.

14.9-7 Teachers who are currently employed by the School Board and who obtain additional certification(s) will be given first consideration for placement prior to the hiring of new employees.

14.9-8 A Probationary Contract or an Annual Contract teacher who is assigned into an authorized out-of-field assignment will not be placed on the displaced list nor will his/her Probationary Contract or Annual Contract be renewed if he/she fails to provide the necessary documentation to demonstrate compliance with his/her notice-acknowledgement (Agreement to Earn) and/or ESOL Plan of Study.

14.9-9 The ESOL Plan of Study may be frozen and/or adjusted for a teacher in the event of a break in service, or a change in assignment which places the teacher in a category for which the certification/training requirement is less stringent. It is the teacher's responsibility to notify the ESOL office of a qualifying event in order for the action to be initiated.

14.10 A copy of all local school and District policies and regulations shall be given to each teacher new to Polk County Public Schools.

14.10-1 The Professional Education Competence (PEC) Program shall be maintained as adopted by the School Board according to §1012.56, *Florida Statutes*.

14.10-2 A teacher participating in the Professional Education Competence Program shall be a member of the bargaining unit with the same rights as any other first year teacher, and shall receive full pay, according to the District's adopted salary schedule.

14.10-3 Evaluation/assessment for the beginning teacher shall be completed and records maintained in the District personnel file. The Professional Education Competence

(PEC) Completion form, PEC Accomplished Practices Checklist, and Polk County Schools PEC Documentation Support Team Checklist/Timeline shall be maintained in the employee's District personnel file. The portfolio and its components are maintained by the school. The mentoring log is maintained with the school's Professional Development documentation. Upon completion of the program, the beginning teacher shall be given a copy of the PEC Annual Completion Form.

14.10-4 In the Professional Education Competence Program, service as a mentor shall be voluntary, except when documented as a part of the Academic Intervention Facilitator responsibility.

14.10-5 The mentoring teachers' qualifications and responsibilities are to be clearly enumerated. Mentoring teachers shall be expected to provide on-going support to assigned mentees over the course of the year and assist with specific requests by a mentee. Limited examples of on-going support may include assisting with identifying and following school and District policies, obtaining necessary material and equipment to complete assignments, and assisting with tracking various timelines to successfully meet required deadlines. Limited examples of specific requests may include identifying resources to assist with curriculum planning or self-diagnosed needs, or being available on contracted days to answer questions. Additionally, said mentoring teachers shall not be responsible for evaluation/assessment of any teacher.

14.10-6 Mentoring teachers must document completion of enumerated duties and professional development qualifications prior to receiving payment. The supplemental amount is listed in Appendix D.

14.10-7 Mentoring teachers may mentor up to six (6) new teachers each school year. Mentor teachers will receive a supplement for each new teacher they are assigned to mentor.

14.10-8 All first year **Probationary Contract** teachers in the PEC Program will be assigned a mentor. Additional mentoring teachers may be assigned by the administration to teachers deemed to be in need of assistance.

14.10-9 All teachers receiving mentoring services shall be anonymously surveyed annually. Such survey shall be for the purpose of measuring the effectiveness of the mentoring program. No information will be gathered that would identify either the mentee or the mentor.

14.11-1 Teacher Recertification – In order to assist teachers with state recertification requirements, the District offers many professional development opportunities that are free of charge. It is the responsibility of the teacher to register and attend an adequate number of trainings in a timely manner to have sufficient inservice points for recertification.

14.11-2 Employees may access their inservice record of points and register for classes through the online District Professional Development System Scheduler.

14.12-1 All professional development must include: Planning, Delivery, Follow-Up, and Evaluation on the Faculty level (individual), School Level, and District Level according to the Florida Professional Development Evaluation Protocol, §1012.98, *Florida Statutes*.

14.12-2 The Individual Professional Growth Plan (IPGP) is directly related to specific student performance data for those areas to which the teacher is assigned.

14.12-3 According to §1012.98, *Florida Statutes* points may only be awarded upon evidence of follow-up activity completion.

ARTICLE XV – TEACHER EVALUATION

PREAMBLE

The parties acknowledge that the teacher evaluation procedures that follow have been agreed upon by the parties hereto with reluctance, and that such agreement is made because of the requirements and mandates of applicable Florida law. Further, the parties agree that should at any time the Florida law applicable to such evaluation procedures be changed by the Florida Legislature or overturned by a court decision to which the Polk County School Board is subject, then in that event the parties agree to promptly renew collective bargaining negotiations for the purpose of modifying the procedures set forth herein. Until such bargaining is completed the parties agree to continue using the evidence based practices rubric for evaluation purposes; no student learning growth data will be used and no human capital decisions will be made using this system.

DEFINITIONS

State Assessment: Any standardized state determined assessment for a given subject.

District Assessment: A standardized District determined assessment for a given subject applied across the District in a given subject area.

Essential Performance Criteria (EPC): Performance indicators under each Domain.

Value Added State Model: Process developed by the state to measure student-learning growth.

Learning Target: State determined or District determined goal for measurement of student progress.

Teacher Evaluation System: A collaborative system between teachers and administrators that focuses on increasing student learning growth by improving the quality of instructional services. The overall term for the processes applied for the performance evaluation of a teacher. Entitled: ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER EVALUATION AND LEARNING (Appendix M).

Approved Observation Instrument: Only the approved observation instrument in Appendix E of the Teacher Evaluation System Manual incorporated as Appendix M of this contract may be used to document the observation portion of a teacher's evaluation which is based on multiple observations (walkthroughs, informal observation, and formal observation) undertaken by the teacher's supervisor.

Overall Annual Performance Evaluation Rating (OAPER): Total score based on student learning growth data, situational context, results from multiple observations, and the teacher self-evaluation. The total score will determine the rating as per the performance chart.

Teacher of Record: A teacher who provides primary instruction and gives the grades for the assigned subjects.

Evaluator: School Principal/Supervisor, Assistant Principal, and/or Superintendent's administrative designee trained and certified to conduct calibrated observations.

15.1 The Superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all teachers. The evaluation forms and procedures to be used will comply with all requirements as set forth in §1012.34, *Florida Statutes*. The evaluation process will comply with the Collective Bargaining Agreement and follow the District's ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER EVALUATION AND LEARNING (Evaluation Manual) which is attached as Appendix M. Only the materials contained in the Evaluation Manual may be used for teacher evaluation. No one may develop additional supplemental materials for the evaluation of teachers without approval through the bargaining process.

15.1-1 As the teacher evaluation system has undergone substantial change, the parties recognize that continued adjustments may need to be made as data becomes available. The parties commit to returning to the bargaining table to address concerns from either party. It is the intent of the parties to monitor this new system to ensure it is a fair, valid, and reliable teacher evaluation system and to make changes, as needed, to achieve this goal.

15.1-2 Student learning growth data will be collected for each teacher as identified in 15.16-1 and processed to determine a teacher's student learning growth rating as described in Section 15.16-2. For this purpose, we agree to use the Florida Department of Education's (FDOE) Roster Verification Tool (RVT) to enable the teachers to review their rosters of assigned students for accuracy. FDOE provides two RVT review periods; one following Survey 2 FTE in the Fall, and the other following Survey 3 FTE in the Spring. During these RVT periods, teachers can recommend additions or deletions from the roster. To be implemented, these corrections must be agreed upon with the school administration.

15.1-3 Teachers will utilize the Roster Verification Decision Tree, included in the Evaluation Manual (Appendix M), to recommend the removal of students that do not meet the linking criteria. Once the teachers complete the review and all corrections have been identified, the roster will be submitted to FDOE. Once the revised rosters are completed, the Information Systems and Technology Department will run the learning growth calculation that will be used to determine the student learning growth portion of the teacher's evaluation.

15.1-4 If the teacher is not satisfied that the roster is correct, the issue may be appealed pursuant to Section 15.12 Evaluation Appeal Process through Steps I and II as a

procedural violation only. It must be filed within 10 work days of the principal's decision and the appeal process must be concluded within 30 work days. If the appeal is successful, the teacher's learning growth calculation shall be revised.

15.2 Teachers will be evaluated annually according to the Evaluation Manual. This evaluation will be completed by a designated and certified evaluator. Evaluation data will not be used for making Human Capital decisions until all evaluations are completed, including any appeals; with the understanding Probationary Contract teachers may be released at the end of the year.

15.2-1 The evaluator shall be trained in the evaluation tool and shall be certified. The evaluator may be either the principal/immediate supervisor or an assistant principal designated by the principal. If a teacher so requests, he/she shall be evaluated by his/her principal. Should no administrator meet the criteria or in rare and unusual circumstances, the Superintendent shall designate a certified administrative evaluator who meets the criteria to perform the evaluations. Evaluative visits by the Superintendent's designee shall be made with prior notification of two (2) work days, to the teacher and principal/immediate supervisor, prior to any evaluative activity.

15.2-2 Any concern/deficiency noted by an administrator must be shared with the teacher in a timely manner. All observable EPC (Essential Performance Criteria) ratings will be documented throughout the year on the forms provided from walkthroughs, informal observations, and formal observations. If observable or non-observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback.

15.2-3 To promote prompt, professional conversation, there is an Instructional Assistance Conference Form, Appendix L of this contract, and guidelines for the school administration to use in conducting Instructional Assistance Conferences with teachers. This Conference may be used to bring focus on instructional changes desired without requiring a teacher's evaluation to be marked down or the development of a formal written plan of improvement. The Instructional Assistance Conference does not replace the formal written plan of improvement and is not disciplinary in nature. It is intended to facilitate professional conversations.

15.2-4 Videotaping shall not be used to record data for the basis of any teacher observation or evaluation. Videotaping, with the expressed written permission of the teacher, may be used for non-evaluative purposes, such as mentoring or for certification purposes.

15.2-5 The setting of TARGET (Teachers' Action Research Goals and Educational Timeline) goals is not a part of the evaluation process. TARGET goals are aspirational goals, and neither the achievement nor the non-achievement of a goal shall affect a teacher's rating on any EPC.

15.3 The process of evaluating teachers will be ongoing during the school year. Teachers will be fully informed of the criteria and procedures associated with the evaluation process as outlined in the Evaluation Manual. All procedures and timelines, as outlined in

the Evaluation Manual, shall be followed. Teachers will be provided electronic access to the Evaluation Manual within their first 15 work days. All teachers new to the evaluation process shall be trained within the first 10 contract days of employment.

15.4 A written report of each evaluative observation conducted by the evaluator, including walkthroughs, informal observations, and formal observations will be made and given to the teacher within five contract days. The formal observation will include a pre-conference and a post-conference for all Category I teachers, and a post-conference for all Category II teachers. A pre-conference will be held at the request of a Category II teacher.

15.5 During the final evaluation meeting (OAPER) the teacher and evaluator must have a full and complete discussion of the ratings and the evidence. Teachers may bring additional evidence to the meeting to support their opinion. In addition to the appeals process, teachers have the right to make a written response to the evaluation and have it put in their personnel files. Evaluations may occur in two stages. Stage One will consist of the completion of the EPCs, self-evaluation and student demographic impact factors prior to the end of the school year. Stage Two will consist of all student learning growth data and will occur during a designated time period. For the 2013-2014 school year, the Stage Two evaluation window will remain open for three weeks to enable ample time for the administration to meet with the teacher and finalize their 2013-2014 evaluation. It is anticipated the Stage Two window will open early in the first semester of 2014-2015. All Stage Two evaluations must be finalized by the last day of the designated three week review period. Special consideration to extend the window may be discussed and agreed upon by the District and PEA if extenuating circumstances occur. Mileage to the former school/worksites shall be reimbursed if teachers are required to travel to receive their final evaluation.

15.6 In the event a teacher is evaluated as not being effective in one or more of the EPCs, the evaluator will provide a recommendation for improvement based on a specific deficiency as defined by the appropriate EPC rating rubric.

15.7 If performance concerns exist the following steps shall be taken:

- 1.** The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with the improvement of professional practice. Monitoring will be ongoing.
- 2.** If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be ongoing.
- 3.** If, after the focused observation a teacher is still performing below the effective level in an identified EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan for improvement.

15.7-1 Outcome of the Final Evaluation

a. All Category I and Category II Annual Contract teachers who receive a Highly Effective or Effective rating on the most current OAPER will be renewed if the teacher has not had Progressive Discipline beyond a Step 1 Written Confirmation of a Verbal Warning for the current school year.

b. Professional Service Contract Teachers: The provisions in §1012.34(4) *Florida Statutes* – Notification of Unsatisfactory Performance will be followed.

c. Category II teachers will follow §1012.34, *Florida Statutes*, concerning Overall Unsatisfactory Performance.

d. Under the requirements of §1012.335, *Florida Statutes*, an Annual Contract will not be awarded if a teacher receives two consecutive annual performance evaluation ratings of Unsatisfactory, two annual performance evaluation ratings of Unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of Needs Improvement or a combination of Needs Improvement and Unsatisfactory.

15.8 The immediate supervisor of the teacher will forward the evaluation report to appropriate personnel.

15.9 Personnel in positions other than classroom teachers, as listed in Article I will be assessed using the appropriate evaluation/procedure forms.

15.10 Any committee created to develop, review, or change evaluation form(s) called for in Article XV shall be advisory in nature to the District and Association bargaining teams. The committee shall include a representative from elementary, middle school, high school, and alternative education.

15.11 All procedures as outlined in the District's Teacher Evaluation Manual will apply to staff of the Polk Virtual School with the following exceptions:

15.11-1 There will NOT be a formal observation using the approved observation instrument to gather evaluation data related to appropriate Domain and Essential Performance Criteria (EPC). Rather, in lieu of the observation, the teachers will provide evidence to the supervisor related to the following expectations:

- Communication between teacher and student to equal no less than one correspondence per week. Communication may be initiated by either the teacher or the student.
- Samples of student work per term with evidence of instructor feedback.
- Periodic evaluations between teacher and students as defined and documented through timely student progress checks.
- Phone log of teacher/student interaction as applicable.

Evidence may be provided in the format of checklists, log entries, student portfolio, etc.

While all EPCs in the Teacher Evaluation system are applicable to teachers of the Polk Virtual School, some of the specific sample indicators of performance may vary in nature from those identified in the Teacher Evaluation Manual. The supervisor and teacher will review the sample indicators and determine their applicability to the specific role of the teacher in the “virtual school” environment.

15.12 Evaluation Appeal Process – Employees may appeal using an expedited appeal procedure limited to 3 steps: Step 1, Step 2, and Arbitration. The Arbitration step will be an expedited process with no submission of briefs and the arbitrator will issue a written decision. Expedited Arbitration will include setting a panel of mutually agreed upon and available arbitrators to hear multiple cases in a day. Serious procedural violations may result in the removal of an annual evaluation and the evaluation rating will default to the student achievement rating.

15.12-1 While the OAPER may be appealed, only overall ratings of Needs Improvement or Unsatisfactory, or when Performance Pay is implemented and the score on the evaluation precludes an employee from receiving Performance Pay, may be submitted for arbitration. If a rating is successfully appealed, the rating shall be corrected and the evaluation recalculated. Overall ratings that are Developing (in the first three years of employment) or Effective are only eligible to be processed through the first two steps of the appeal process. A teacher may appeal through the first two steps of the evaluation appeal any of the individual ratings governed by an EPC rubric Domain. Such appeal shall be based upon a procedural violation of the process, a misinterpretation of a system rubric.

- a. **Step 1-A** - Notice of Appeal, no later than the 175th day of student contact, the employee must file in writing with their principal and copy the principal’s supervisor that a concern exists. The parties will meet to discuss the concerns within a timeframe mutually agreed upon between PEA and the District or no later than five (5) work days (day 185) after the last student contact day should no schedule be agreed upon. A decision will be issued in writing within two (2) work days.
- b. **Step 1-B** – If the student learning growth data is not available in order to have the full and complete discussion of the OAPER by the 165th day as required in 15.5 above, the teacher shall submit a written notice of a concern to their evaluator and the Regional Assistant Superintendent. Due to the change in the calculation of student learning growth data for the 2013-2014 school year, a notice of appeal will be accepted and processed for any area of the evaluation. The timeline for Stage 2 appeals will be mutually determined and noticed to all employees.
- c. **Step 2** - If the employee is not satisfied with the outcome of the discussion, the employee may schedule a meeting with the Superintendent or his/her designee. The parties will meet to discuss the concerns within a timeframe mutually agreed upon between PEA and the District or within five (5) work days. A decision will be issued in writing within two (2) work days.

d. **Expedited Arbitration** - If the employee is not satisfied with the outcome of the previous step they may, within a timeframe mutually agreed upon between PEA and the District, or within five (5) work days (day 199) or ten (10) contract days following the completion of the OAPER, whichever is later, request Expedited Arbitration as an option to resolve their evaluation appeal. The District's and the Association's intent is to mutually pre-select a panel of arbitrators and contact them to establish a potential calendar of arbitration dates into which employees with appeals may be scheduled. Further, the intent is to keep individual hearings to approximately four (4) hours maximum with the arbitrator requested to submit a decision within two (2) work days. Expedited Arbitration will take place as timely as possible. Dates will be agreed upon by the District and Association.

e. **Miscellaneous Provisions:**

1. The Board and the appellant shall not be permitted to assert in such arbitration proceeding, any ground or rely on any evidence not previously disclosed to the other party. Both parties agree that the award of the arbitrator shall be final and binding.
2. The Board and the Association shall share equally the fees and expenses of the arbitrator when the appeal is processed by the Association. Neither the bargaining agent nor the Board shall be responsible for the cost of an arbitration by a member of the bargaining unit when the appeal is not processed by the Association.
3. No reprisals of any kind shall be taken against any party participating in the appeal procedure.
4. Notwithstanding the expiration of this agreement, any appeal arising while the agreement was in effect may be processed through the appeal procedure until resolution.
5. Any teacher for whom an appeal is sustained shall be reimbursed in accordance with the award of the arbitrator.
6. Each party shall bear the full cost of its representation at all steps of the appeal procedure.
7. A teacher shall have the right to have an Association member representative present when an appeal is being discussed. In a case where no Association member representative is present to attend the informal procedure, the discussion may be postponed and the Association staff will have the right to appoint an Association member to attend the informal session.

15.12-2 If the number of appeals is larger than the number of available times to hold appeals the District and the Association will meet to discuss extensions of the timelines.

15.12-3 If an appeal is filed, no human capital decisions will be made based upon that evaluation until the appeal process has been completed.

15.13 Teacher Evaluation Advisory Committee (TEAC) Process – The committee will meet at least twice annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for

system changes by July 1 of each year. The TEAC will complete any recommendations for change for the 2014-2015 school year by August 15, 2014. The District and PEA recognize that the process for determining student learning growth ratings for 2014-2015 needs to be determined so teachers can be notified as soon as possible. Every attempt will be made to meet the statutory guideline.

15.14 Certain adjustments in system processes may need to be made due to unknown factors related to the stability and reliability of student learning growth data. The Teacher Evaluation Advisory Committee may make related recommendations pertaining to system processes if that occurs. Any changes in the system processes during any year will be submitted to the FDOE for review and approval, as appropriate.

15.15 In order to ensure the quality of the implementation of the Teacher Evaluation System, a mid-year survey of teachers and evaluators will be written by the Evaluation Committee and administered to teachers and evaluators. The results of the survey will be compiled and reported to the Evaluation Committee. The Evaluation Committee will review the compiled results of the survey and take appropriate action as needed.

15.16 An Improvement Model for teacher evaluations will consist of three weighted observation processes: Walkthroughs, Informal and Formal. When calculating a final rating for each EPC, completed Walkthrough Observations will account for 25%, completed Informal Observations will account for 25%, and completed Formal Observations will account for 50%. Further, weighting will be established for all observations which place less emphasis on observations conducted nearer the beginning of the school year and progresses with greater weight given to those conducted nearer the final rating. Weighting for Walkthrough Observations will reflect specific time periods progressing from 3% in the first time period, 5% in the second time period, 7% in the third time period, and 10% in the last time period. Similar progressive weighting will be established where multiple Informal or Formal Observations are completed. The formula will generate the final EPC ratings. The final EPC points calculated may not be decreased (rounded down) and may only be increased (rounded up) by the evaluator if a rationale supported by evidence is documented in Journey.

15.16-1 For the 2013-2014 school year only, student achievement ratings for all teachers will be calculated from Florida DOE VAM data, Florida DOE student achievement (proficiency) data, AP or IB student achievement (proficiency) data, student achievement (proficiency) data from the Post-secondary Education Readiness Test (PERT), student learning gains as determined by comparing the 1st and 3rd FAIR testing data, learning gains as determined by the Test of Adult Basic Education (TABE) results, or learning gains as determined by the Comprehensive Adult Student Assessment System (CASAS) results. All student learning growth data will be calculated according to the steps below based on the teacher's student roster as determined by the final roster verification described in Section 15.1-2. A specific description of the process is found in Appendix M – *Teachers of State Assessed Courses with an Approved Learning Growth Formula*.

15.16-2 Each data source in 15.6-1 has a unique table to assign points based upon the employee's student achievement data. These tables are located in Appendix M – *Teachers of State Assessed Courses with an Approved Learning Growth Formula*.

15.16-3 All non-classroom instructional personnel will have the OAPER scale for their evaluation delimited on the specific position forms, which are included in Appendix F of the Teacher Evaluation System Manual incorporated as Appendix M of this contract.

15.16-4 The data collected will be monitored and revisions to the weighting and formula models will be amended as necessary.

15.16-5 Due to the limited data sources for identifying appropriate student achievement data, some employees will be submitted to DOE as unevaluated for the 2013-2014 school year. Any employee submitted to DOE as either unevaluated or Developing will be treated as Effective for all employment decisions.

ARTICLE XVI - TEACHER DISMISSAL PROCEDURE

16.1 The following procedure will be used to help continuing contract teachers correct deficiencies prior to the implementation of the formal NEAT Procedure.

16.1-1 NOTICE - written notice to the individual that deficiencies exist which, if not corrected, could lead to the implementation of the formal NEAT Procedure.

16.1-2 EXPLANATION - Full and complete explanation of deficiencies and suggested corrections.

16.1-3 ASSISTANCE - Administrative and supervisory assistance offered and provided.

16.1-4 TIME - Reasonable time provided for correction of deficiencies.

16.2 DEFINITION OF INCOMPETENCY - Incompetence is defined as the inability or lack of fitness to discharge the required duties as a result of inefficiency or incapacity.

16.3 The formal **NEAT PROCEDURE** will be initiated only after consultation and suggestions for improvement by the immediate supervisor have failed to help the teacher improve.

16.3-1 NOTICE AND EXPLANATION: The principal will inform the teacher in writing that the evaluation and assistance procedure is being initiated. This letter will include the listing of the area or areas of weakness, which, if not improved, may result in dismissal. The immediate supervisor will send copies of this correspondence to the Superintendent, area assistant Superintendent, chairman of the Board, and the Association.

16.3-2 ASSISTANCE BY ADMINISTRATOR and explanation:

A. The Superintendent will assign an administrator with knowledge in the subject area to develop a planned program of improvement for the teacher. This should be done as soon as practical after receiving the letter from the immediate supervisor.

B. The assigned administrator, in cooperation with the immediate supervisor and the teacher, will begin to develop a planned program for improvement as soon as practical after being notified of the assignment.

1) The administrator shall observe the teacher in the classroom not fewer than 55 consecutive minutes or one full class period prior to the development of a planned program.

2) The administrator shall discuss the observation and the program for improvement with the teacher at the time it is presented to the teacher. The administrator and the teacher shall sign the report. Copies of this observation report and the plan for improvement shall also be submitted to the principal, the Superintendent, and area assistant Superintendent.

3) The administrator shall make a second classroom observation within 30 workdays after the planned program was presented to the teacher. The report of this observation, including noted improvement in the areas of weakness listed by the principal, will be discussed with the teacher. The administrator and the teacher will sign the report. Copies of this report will be submitted to the teacher, principal, area assistant Superintendent, and Superintendent.

16.3-3 ASSISTANCE BY EXPERTS: The Superintendent shall also appoint three experts, who shall be experienced teachers in the same field as the teacher being evaluated, to observe the teacher and make suggestions for improvement. The three experts shall conduct their investigation within 14 workdays after their appointment and without contact with one another.

(A) Each expert will observe the teacher in the performance of his/her teaching duties for not less than two (2) class teaching periods or at least 90 minutes.

(B) Each expert shall submit a written report of his/her individual observations with recommendations for improvement to the teacher with copies of the report to the administrator and the immediate supervisor.

(C) Each expert shall conduct a second observation of the teacher in the performance of his/her teaching duties of at least two (2) periods or 90 minutes, and between 25 and 35 workdays after the first observation. The expert shall make a final written report of his/her observations, noting improvement or lack of improvement. Copies of this report will go to the teacher, immediate supervisor, and the administrator.

(D) After the experts have made their second observation, the administrator will make a third observation and report as to the teacher's improvement. The administrator will discuss this observation report with the teacher and the principal. This report will be signed by the administrator, teacher, and principal. Copies will be submitted to the teacher, principal, Area Assistant Superintendent and Superintendent.

(E) All observation reports shall become a part of the teacher's personnel file.

(F) Experts, serving as observers, shall be given adequate release time from their regular duties to conduct the observations of the teacher in the performance of his/her teaching duties.

16.3-4 TIME FOR DECISION: As soon as possible after sixty (60) workdays from the day the planned program was discussed with the teacher, but not later than ninety (90) workdays, a decision will be made.

(A) The immediate supervisor shall meet with the teacher and administrator to review and discuss all the observations and evaluations.

(B) The teacher may request anyone of his/her choice to be present at this meeting.

(C) Within fourteen (14) days following this meeting, the immediate supervisor shall make his/her written recommendations as to the competency or incompetence of the teacher. The teacher shall sign this recommendation and retain a copy. Copies of this recommendation shall be sent to the area assistant Superintendent, administrator, Superintendent and the Association.

16.4 PROFESSIONAL SERVICE CONTRACT TEACHERS

16.4-1 A teacher holding a Professional Service Contract who is not performing his or her duties in a satisfactory manner based on the teacher's assessment instrument shall be notified by their evaluator in writing of such determination. The notice must describe such unsatisfactory performance and include the notice of the procedural requirements as listed in § 1012.34, *Florida Statutes*.

16.4-2 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 in writing, and provide assistance in helping to correct deficiencies within a prescribed period of time.

16.4-3 The employee shall be placed on performance probation and governed by the provision of § 1012.34, *Florida Statutes* for 90 calendar days from 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 must be observed a minimum of three times and apprised of progress achieved in writing and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies.

16.4-4 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 Superintendent. Within 14 days after receiving the evaluator's recommendation, the Superintendent must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate his or her employment contract. If the employee wishes to contest the Superintendent's recommendation, the employee must, within 15 days after receipt of the Superintendent's recommendation, submit a written request for a hearing as provided in §1012.34, *Florida Statutes*.

16.5 MISCELLANEOUS PROVISIONS

16.5-1 When illness or other incapacity of the teacher or observer prevents the completion of the observation on schedule, the time limits shall be extended to such time as the teacher or observer can be present for the observation.

16.5-2 This procedure does not prohibit immediate suspension and subsequent dismissal for just cause as outlined in §1012.79, *Florida Statutes* or the use of the Florida Education Practices Commission procedures.

16.5-3 The immediate supervisor may drop this evaluative procedure at the conclusion of any step in the procedure if he/she determines that it is no longer necessary. The teacher will be notified in writing of this decision and any further recommendations.

16.5-4 This procedure shall not be utilized in cases of physical or emotional incapacity to discharge the required duties of a teacher.

ARTICLE XVII – TRANSFERS AND CHANGES IN ASSIGNMENT

17.1 A transfer is a change in teaching position from one work location to another, excluding countywide assignments. A transfer is also any change which would cause a teacher to teach any part of the day at a different school from his/her initial school assignment, excluding countywide assignments. A change of assignment is from one subject area or department to another, or from one grade to another, within the same work location.

17.1-1 A teacher who is required to change classrooms will have assistance moving boxes and furniture and will be provided appropriate equipment to do the job safely.

17.1-2 If a teacher is given a change of assignment or classroom during the school year, the teacher will be provided one (1) student contact day without students or assignments for the purpose of moving classroom and personal items from one classroom to another and/or planning and preparing materials for students in preparation for student instruction or other assigned duties.

17.1-3 If a teacher is transferred during the school year, the teacher will be provided two (2) student contact days without students or assignments for the purpose of moving professional and personal items from one school to another, setting up a classroom, and preparing materials.

17.2 Principals shall keep their faculties informed as to vacant positions in their schools by posting such vacancies at the teacher sign-in location. Teachers who would like to change from grade and/or subject assignment within a school shall file a written statement of such desire with the principal. The principal shall consider all such requests and make a decision as to the change based on the teacher's qualification, certification, and educational program of the school. The principal will give written notification of his/her decision to each teacher who has filed a written request. The change in assignment will be subject to approval by the District Certification/NCLB Compliance Department.

17.3 All changes in assignment should be voluntary; however, the principal may make changes in teacher assignments at his/her own discretion when he/she deems it to be in the best interest of students, faculty, and educational program of the school. Such assignment changes may only be to areas for which the teacher is fully qualified and may not cause a teacher to work out-of-field. Principals shall strive to minimize the number of core academic subject area assignments. When such changes are made the reason(s) for the assignment shall be given in writing, if requested. Providing a reason will in no way limit the principal's discretion in making such assignments. Such reassignments shall not

be used as a punitive measure. Any teacher being involuntarily reassigned shall not be deprived of his/her contractual salary for the remainder of the contract year.

17.3-1 Should there be a reduction/loss in funding for a grant program, the teacher in such a grant funded position will be able to remain at the school/worksites at which he/she is assigned in a position for which he/she is fully qualified. If there are no vacant positions available, the school shall follow the procedure for "Loss of Units" in 17.6-1. This process shall retain the grant funded teacher as a part of the staff for any position for which the teacher is fully qualified.

17.4-1 Request for Transfer: Unless the teacher and both principals agree, no transfers shall be allowed during a period spanning from 14 calendar days before the first teacher contract day until after the 20th teacher contract day. A transfer will not be considered unless the teacher is fully qualified for such vacancy. All transfers shall be initiated by the receiving principal, with copies to the releasing principal or immediate supervisor and the Human Resource Services Division. The principal, when making his/her decision, shall consider each teacher requesting transfer as to his/her experience, general background and preparation, competence and commuting distance (Energy Transfer). The transfer of the teacher will be subject to Board approval.

17.4-2 Transfer During School Year: Teachers may request to be transferred when there are vacancies for which the teacher is fully qualified. Should a teacher be offered and accept a position during the school year, then the releasing principal must release the teacher from their school within twenty teacher contract days after being contacted by the receiving principal.

17.4-3 Request for Transfer Between School Years: A teacher's request for transfer from one school to another shall be made on a form readily available on the District's website and located in the teacher collective bargaining agreement Appendix B. The transfer request (i.e. voluntary, energy) will be submitted to Human Resource Services. The Human Resource Services Division will prepare a master list of all teachers seeking transfers and distribute this list with the teachers' preferences to all principals and the Association for their review and consideration. Placement on the list does not guarantee a transfer. It is the responsibility of the teacher to notify the principals where vacancies exist in order to be considered for the vacancy. The transfer will be subject to approval by the District Certification/NCLB Compliance Department.

17.4-4 Probationary Contract teachers shall not be allowed to seek a transfer until the end of the school year in which his/her probationary period is completed.

17.5 A current list of vacant positions, including Polk Virtual School, will be maintained for all teachers to view on the District's website (www.polk-fl.net). All vacancies will be advertised for a minimum of five workdays, except for the ten (10) calendar days prior to the first work day in order to meet the mandate for fully staffed schools. The website will indicate the subject area or grade level of the vacancy, the date the vacancy will occur, and the worksite at which the vacancy exists. A vacancy shall be deemed to exist when a full-time employee is sought to fill a full-time position, after worksite reassignments have been completed, if applicable.

17.5-1 Candidates interviewed for positions will be notified in writing when the position has been filled.

17.6-1 Involuntary Transfer: The Board and the Association recognize that it may be necessary to transfer a teacher or teachers involuntarily. Such transfers will only be made for one or more of the following reasons:

- 1) Loss of units
- 2) Providing for a racially balanced school staff
- 3) Dividing a school faculty to form a new school
- 4) Phasing out a program or grade level
- 5) Changing a program
- 6) Closing a school
- 7) Providing for a comparability of schools for Federal program
- 8) Placing a teacher who has been teaching out of field of certification into his/her field of certification
- 9) Comply with a court order
- 10) Redistricting of schools
- 11) Comply with state and federal legislation

17.6-2 In unusual and special circumstances the Superintendent may recommend to the Board that a teacher be transferred from one position to another specific position for good and sufficient reasons. Any teacher being transferred under this section may not be placed into an out-of-field assignment or a position for which the teacher is not fully qualified and the teacher may receive written reasons for the transfer, if so requested. Such transfers shall not become effective until approved by the Board.

17.6-3 Teachers placed on the involuntary transfer list are considered displaced and, it is their responsibility to provide the Human Resource Services Division with a current/temporary address and phone number. Continuing Contract and Professional Service Contract teachers will be guaranteed placement. Annual or Probationary Contract teachers will be guaranteed placement only during the term of their contract. If there are not enough positions for placement, the provisions of Article XIX Layoff shall be followed.

17.6-4 When transfers become necessary, no new teacher will be placed to fill positions for which displaced teachers are fully qualified until the teachers have been offered these teaching positions.

17.6-5 Involuntary transfers that are necessary because of complying with a court order or moving teachers into a position for which they are fully qualified will be done by the Board after a recommendation by the Superintendent. Any transfer (involuntary or voluntary) for the purpose of compliance with a legal mandate, or for the purpose of the racial balancing of a faculty to comply with court orders will take precedence over seniority when determining teachers to be transferred.

17.6-6 When transfers become necessary as a result of reasons 1 thru 11 in 17.6-1, the Superintendent or the designee shall notify the Association of the staffing allocation changes planned for each affected school. Human Resource Services shall provide the principal of each affected school a list of the school's teachers. The list will include each teacher's seniority date and list all certifications on file for which the teacher is fully qualified. Each teacher shall be provided his/her personal information. Before involuntary transfers are made, the principal will announce the position changes planned for the school to the entire staff. Volunteers for involuntary transfer shall be requested. Within the timeline provided by Human Resource Services, the principal shall meet with departments and/or individuals to discuss the impact of the required changes. A list of potential openings shall be maintained and available electronically for the teachers to review on the District's website (www.polk-fl.net). Teachers will be provided at least 24 hours to volunteer in order to allow review. If there are more volunteers than needed to reduce the units in that school, the volunteering teacher(s) with the most seniority in the District (as defined in 17.8) shall be submitted for placement on the Districtwide displaced list.

17.6-7 If there are not enough volunteers for displacement, then involuntary transfers shall be made based upon seniority as defined in 17.8. All teachers remaining at the school must be approved for their assignments by the Human Resource Services Certification/NCLB Department and shall be fully qualified, or if not fully qualified, may be considered for an authorized out-of-field assignment. A list of teachers being involuntarily transferred shall be submitted to the District and be placed on the Districtwide displaced list according to their seniority and contract status.

17.6-8 When a group of teachers is involuntarily transferred as a result of reasons 1 thru 11 in 17.6-1, the Human Resource Services Division will make available to each transferring teacher and the Association a current list of vacancies. Teachers may apply and will be considered for any position for which they are fully qualified. If these teachers are not chosen for the position for which they applied, then the Superintendent will place them in a position for which they are fully qualified.

17.7 Any Continuing Contract/Professional Service Contract teacher placed on the displaced list shall be assigned to a position for which he/she is fully qualified by the Assistant Superintendent for Human Resource Services. Refusal by the teacher to accept such assignment shall release the Board from any further obligation to that teacher.

17.7-1 The Superintendent shall submit the contract renewal recommendations for employment to the Board for action at least two weeks prior to the end of the school year. Any Annual or Probationary Contract teacher not rehired may appeal this decision through the two levels of (1) Principal's supervisor, (2) Superintendent or designee. Any Annual or Probationary Contract teacher whose position is eliminated, who would have been recommended for reappointment by his/her immediate supervisor, if an opening existed, shall be placed on a "Permitted Re-hire" list.

17.7-2 Existing information regarding non-reappointment and displacement shall be provided electronically to the Association including the CC/PSC Displacement List, the Permitted Re-hire List, and the current vacancy list.

17.7-3 Principals/immediate supervisors shall notify the Business Services Division of vacancies immediately after they occur.

17.7-4 In the event a vacancy occurs within a school from which an Annual Contract teacher has been displaced and after CC and PSC teachers in the District have been assigned and if the Annual Contract teacher is fully qualified, he/she shall be appointed to fill that vacancy unless the teacher has been placed in another position.

17.7-5 Prior to the beginning of the school year teachers in out-of-field assignments will be given first consideration for in-field vacancies as they occur. It is the responsibility of the teacher to make application for any such vacancies as listed on the District's website (www.polk-fl.net).

17.7-6 The Permitted Re-hire list shall be distributed to all principals and persons thereon will be given first consideration for appointment to open positions for which they are fully qualified before new hires. The Human Resource Services Division will have ongoing contact with principals with open positions to encourage that the employees on this list be interviewed with the goal of re-hiring these employees as quickly as possible. The Human Resource Services Division will regularly provide the Association with updates regarding the progress of assisting the employees on this list. A final employee status update will be provided the Association regarding those employees who were

rehired, those who were offered no position, those who were offered a position and chose not to return, and those who dropped out of the process for any reason.

17.8 Seniority is defined as continuous service, which begins with the effective date of employment as a teacher in the District. If the employment dates as documented on the School Board's agenda are the same for more than one teacher, and it becomes necessary to determine the order of seniority among said teachers, then the date/time that each was nominated as a teacher candidate as documented on the automated recruitment and hiring system candidate report will be used to determine seniority. Approved leaves of absence will not be considered as a break in seniority.

ARTICLE XVIII –VACANCIES

18.1 It is recognized that the law charges the Superintendent with the full responsibility for recommending personnel for promotion, transfer and reassignment.

18.2 The Board and the Superintendent shall continue to implement and review their plan of affirmative action for recruitment, selection, promotion, and retention of minority and women employees of the school system. The Association will be advised of any proposed changes in the affirmative action program and through the Human Resource Services Division may make suggestions for improving the plan.

18.3 It is agreed that the Superintendent should find and the Board will employ the best-qualified persons for all positions by giving full consideration to all qualified persons.

18.4 Promotion is defined as a change in job designation from a teacher to a coordinative, administrative or supervisory position.

18.5 The Board and the Association agree on the following procedures for vacancies:

18.5-1 All teachers who wish to be considered for an advertised vacancy shall complete the online application process for the position in which they are interested and meet the qualifications.

18.5-2 Teachers who wish to be considered for a school based administrative position must follow the process in the District's state approved Leadership Development Plan.

18.5-3 Preference will be given to qualified teachers in the Polk County school system, but this does not preclude qualified persons from outside the system from being considered and recommended.

18.6 Except for emergency temporary appointments, the following procedure shall be used when advertising vacancies for positions not covered by this Agreement.

18.6-1 No advertisement of vacancies need be made when said positions are filled by lateral transfers. The last position open after lateral transfers have been made shall be defined as a vacancy.

18.6-2 When a vacancy or newly created position occurs, the Superintendent or his/her designee will publicize the vacancy and the qualifications on the District's

website at least five (5) business days* before making a recommendation to the School Board.

*Business day - When the school district is open for business. Excludes holidays, weekends, and shut down periods.

18.6-3 The Superintendent shall supply the Association with a current list of all administrative vacancies upon request.

ARTICLE XIX – LAYOFF

19.1 Currently §1012.33, *Florida Statutes* requires that within a program area facing reduction, the employee who has the lowest performance evaluation is to be the first to be released. The following process shall be piloted during the 2013-2014 school year to determine the employee with the lowest performance rating if a layoff is declared. Should the prohibition against our previous seniority based system be removed, the Board and the Association agree to return immediately to this previous system. The Board and the Association agree to review this new system in bargaining during the 2013-2014 school year.

19.1-1 A reduction in force (RIF) may be declared by the Board when it needs to reduce the number of teachers districtwide because it does not have enough positions for teachers based upon their areas of certification. Prior to declaring a RIF the District will review all open positions to determine if assigning teachers into vacant positions may negate the need for a RIF.

19.1-2 Prior to declaring a RIF the Superintendent or designee shall have a meeting with the Association to review the reason for the layoff and review any possible options which could alleviate the necessity for a RIF.

19.1-3 The Association shall be provided a final list of employees identified for layoff including their SAP#, current assignment, certifications on record, and the total points received on their current Overall Annual Performance Evaluation Rating (OAPER) noting any additional tie breaker used to determine the potential layoff order. The Association will be provided an opportunity to review the list and request clarification prior to any employee being notified.

19.1-4 Selection of employees for RIF shall be based on their areas of certification being in an area identified for RIF.

19.2 Should the District prepare to declare a RIF, the District shall first choose among those employees with Probationary Contracts or with no OAPER or an incomplete OAPER following the criteria below.

19.2-1 The Superintendent or designee will provide the Association a list of all teachers on Probationary Contracts or who have no OAPER or an incomplete OAPER because EPC(s) ratings or the Student Performance rating has not been completed. The

list will include each teacher's current assignment and a list of each teacher's areas of certification currently on file with the District.

19.2-2 Teachers with Probationary Contracts or with no OAPER or an incomplete OAPER and with a corrective action plan will be released first. When no employee on a corrective action plan remains in an appropriate area of certification, then selection will be made among those teachers in this group who have no OAPER.

19.2-3 Should the District's RIF necessitate identifying additional employees for layoff, the selection will fall to those teachers in this group with an incomplete OAPER. These employees will be chosen for RIF based upon the fewest number of points earned. In case of a tie, the selection will be made by drawing lots.

19.2-4 Should the District's RIF necessitate identifying additional employees for layoff, the selection will fall to those Probationary Contract teachers in this group, if any. These employees will be chosen for RIF based upon the fewest number of points earned for their annual evaluation. In case of a tie, the selection will be made by drawing lots.

19.3 Should the District's RIF necessitate identifying additional employees for layoff, the District shall choose among those Annual Contract employees with a completed OAPER according to the following criteria. The District will identify all Annual Contract teachers Districtwide assigned to teach the course codes needing further reduction and identify their areas of certification currently on file. As required by §1012.33, *Florida Statutes* the completed evaluations will be reviewed and the total points earned on the last evaluation for each employee will be identified. The District will identify the required number of employees for RIF based upon those Annual Contract employees who have earned the fewest points on their current OAPER. Should two or more Annual Contract employees tie, the points earned on the previous year's OAPER shall be used in like manner to determine the potential layoff order. Should previous OAPERS be insufficient to break a tie, the selection will be made by drawing lots. The Association shall receive an initial list of potential Annual Contract employees to be laid off including their SAP#, current assignment, certifications on record, and the total points received on their current OAPER noting any additional tie breaker used to determine the potential layoff order. If there is a Probationary Contract teacher in a position for which the employee would be fully qualified, the Annual Contract teacher will be assigned into the position and the Probationary Contract employee will be reviewed under 19.2 for potential layoff.

19.3-1 Each employee identified in 19.3 for potential layoff will have their OAPER score compared with all other OAPER scores for Annual Contract teachers assigned to positions for which the employee is highly qualified. The Annual Contract employee with the lowest OAPER score will be identified for potential layoff. The process will be repeated until the employees with the lowest OAPER scores have been identified. Should a tie score be identified throughout this process, the procedure in 19.3 to determine layoff order shall be followed.

19.4 Should the District's RIF necessitate identifying additional employees for layoff, the District shall choose among those remaining employees according to the following criteria. The District will identify all teachers Districtwide assigned to teach the course

codes needing further reduction and identify their areas of certification currently on file. The District shall first select from among the Professional Service Contract (PSC) teachers, and, if not enough PSC teachers are available, Continuing Contract (CC) teachers. As required by §1012.33, *Florida Statutes* the completed evaluations will be reviewed and the total points earned on the last evaluation for each employee will be identified. The District will identify the required number of employees for RIF from among the PSC teachers based upon those employees who have earned the fewest points on their current OAPER. Should two or more employees tie, the points earned on the previous year's OAPER shall be used in like manner to determine the potential layoff order. Should previous OAPERS be insufficient to break a tie, the selection will be made by drawing lots. The Association shall receive an initial list of potential employees to be laid off including their SAP#, current assignment, certifications on record, and the total points received on their current OAPER noting any additional tie breaker used to determine the potential layoff order. The same process will be used if it is necessary to identify any CC teacher for a RIF. If there is an Annual Contract or Probationary Contract teacher in a position for which the employee would be fully qualified, the PSC or CC teacher will be assigned into the position and the Annual Contract or Probationary Contract employee will be reviewed under 19.3 for potential layoff.

19.4-1 Each employee identified in 19.4 for potential layoff will have their OAPER score compared with all other OAPER scores for teachers assigned to positions for which the employee is highly qualified. The employee with the lowest OAPER score will be identified for potential layoff. The process will be repeated until the employees with the lowest OAPER scores have been identified. Should a tie score be identified throughout this process, the procedure in 19.3 to determine Layoff order shall be followed.

19.5 A teacher whose job is being eliminated as part of a reduction in force shall be notified in writing concurrent with declaration by the District of impending layoff.

19.6 No new teachers shall be hired to fill positions for which teachers on layoff are certified and qualified until laid off teachers have been offered teaching positions for which they are certified and/or qualified.

19.7 Any teacher who has been laid off shall be recalled in inverse order (most senior), within the term of his/her contract, to the first vacancy in the District for which said teacher is qualified and/or certified to teach. Any Annual Contract teacher on layoff will be maintained on the recall list until a period of one year has elapsed.

19.8 Within fifteen (15) days of the receipt of a certified letter of recall, a teacher shall notify the Human Resource Services Division in writing as to whether he/she will accept reemployment. Failure to respond to the letter of recall within the time required terminates the teacher's right of recall.

19.9 Any teacher who would have qualified for regular retirement during the reduction year shall be permitted to teach that year so as to acquire needed service for regular retirement. After that year of teaching, he/she shall be subject to all procedures of personnel reduction.

19.10 Upon reemployment of the teacher, all rights related to salary, fringe benefits and seniority shall be restored.

19.11 Laid-off teachers may pay, on a monthly basis, the premiums for group life and hospitalization for a period up to one year. This benefit may be extended as defined by COBRA (Consolidated Omnibus Budget Reconciliation Act) legislation.

ARTICLE XX – PAID LEAVES

20.1 Sick Leave. Teachers who are employed on a full time basis and who are unable to perform their duties because of their own illness, or because of the illness or death of father, mother, brother, sister, husband, wife, child or other close relative or member of their own household, shall be entitled to sick leave. Sick leave shall be credited as follows:

Each member of the instructional staff employed on a full-time basis shall be entitled to four (4) days of sick leave as of the first day of employment of each contract year and shall thereafter earn one (1) day of sick leave for each month of employment, which shall be credited to the member at the end of that month and which shall not be used prior to the time it is earned and credited to the member. However, the member shall be entitled to earn no more than one (1) day of sick leave times the number of months of employment during the year of employment. The maximum number of sick leave days that can be earned is twelve (12). Such leave shall be taken only when necessary because of sickness as herein prescribed. Such sick leave shall be cumulative from year to year. There shall be no limit on the number of days of sick leave a member of the instructional staff may accrue, except that at least one-half of this cumulative leave must be established within the District granting such leave.

20.1-1 In the instance of an employee who has been the subject of disciplinary action for absenteeism, the Superintendent may require a certificate of illness from a licensed physician or mid-level practitioner for any illness-related teacher absence.

20.1-2 Sick leave for teachers working beyond regular 196-day contract, including summer school teachers, will be calculated to the nearest 1/2 day using a 19.6 divisor.

20.1-3 Each teacher will be given written notice of his/her accrued sick leave with each paycheck.

20.1-4 A teacher shall have the right to use sick leave in one-half (1/2) day units.

20.1-5 The Polk School Employee's Sick Leave Bank shall be maintained in accordance with the provisions established by the Sick Leave Bank Committee. The Association shall appoint members to the Sick Leave Bank Committee in proportion to the percentage of its members in the Bank.

20.2 Personal Leave Chargeable to Sick Leave. Teachers shall be permitted to be absent six (6) days each school year for personal reasons and these days shall be charged against accrued sick leave when used. This leave shall be non-cumulative. A teacher planning to use a personal leave day or days shall notify his/her principal or immediate supervisor at least one day (24 hours) in advance. The teacher shall not be required to

give reasons for such leave except on such days as specified in this article. Sick leave used for personal reasons may not be used during the first five (5) days or the last five (5) days in which the students are in attendance, or immediately before or after the scheduled holidays of Labor Day, Thanksgiving, Winter Break, Spring Break, Memorial Day, preceding or following recognized holidays provided students are in attendance, or on a Staff Development Day as designated in the District Calendar, except in case of emergency. The teacher shall be required to give reasons when claiming an emergency. Teachers shall not be required to use personal leave chargeable to sick leave to attend a conference when their attendance is required by the administration.

20.3 Illness in Line of Duty Leave. Illness in the line of duty is granted up to a maximum of ten (10) days per year when any teacher is absent from his/her duties because of personal injury received in the discharge of his/her duty, or because of illness from any contagious or infectious diseases contracted in school work. Any personal injury received while on duty will be considered as a qualifying injury under this policy, provided the injury is reported to the immediate supervisor within twenty-four hours or by the end of the next workday. Any employee who has claim for compensation while absent because of illness/injury incurred on the job shall file a claim within five (5) working days following his/her return from such absence. Contagious or infectious diseases refer to those normally related to children such as measles, chicken pox, and mumps. Additional emergency sick leave may be granted out of local funds for such terms and under such conditions as the Board shall deem proper.

20.4 Verification of Leave. Upon return from leave the teacher will request from his/her principal or immediate supervisor and will be provided the necessary forms for verification of absence. Such completed forms shall be submitted to the immediate supervisor following the teacher's return from leave.

20.5 Professional Summer School Leave. Teachers who wish may apply for leave to attend summer school.

20.5-1 Teachers who have not been reappointed to teach in Polk County the next school term will not be granted professional leave, and personnel who were not employed during the preceding year cannot be granted professional leave if they find it necessary to miss the opening of school or to be absent during pre-school because of college obligation.

20.5-2 Five (5) days of professional summer school leave with pay may be granted to teachers attending colleges or workshops when the schedules are such that leave is necessary. The application for such leave must state the last day of registration or entry that can be made without penalty. Any leave exceeding five days must be personal leave. No summer school leave will be granted while the students are still in attendance. Teachers may appeal this decision to the personnel division for review and possible approval by the Superintendent.

20.5-3 Professional summer school leave will only be granted to personnel to attend summer school as students receiving instruction and in no case will such leave be granted for those who accept positions as teachers or instructors for pay.

20.6 Jury Duty. Any teacher who is called for jury duty, subpoenaed as a witness in a case not involving personal litigation, subpoenaed by a court as a result of job related incidents, or as a witness on behalf of the Board shall be given leave and paid his/her full salary. The teacher must return to duty if he/she is dismissed from further duty by 11:00.

20.7 National Guard and Reserve Training Leave. Any teacher who is a member of a national military reserve unit or the National Guard shall be allowed up to seventeen (17) days without loss of pay or other accumulated leave when ordered to active duty by the appropriate unit during the regular school term.

20.8 Temporary Duty Assignment. Teachers may request and may be granted temporary duty reassignment at the discretion of the Superintendent. Such temporary duty shall be considered equal to the regular duties of the individual, and teachers performing such assigned temporary duties shall not be considered to be on leave. Temporary duty reassignment may be granted upon request for attendance at state, regional or national academic area conferences. Special consideration shall be given for those persons who hold office in such organizations and/or have been invited to make a major presentation at said conference.

20.9 Teachers who fail to notify their principal or immediate supervisor prior to taking a leave for which they wish to be paid may be charged with personal leave without pay, except in case of emergency.

20.10 Upon notice to the principal/immediate supervisor, adoptive parents may use no more than five (5) days of accrued sick leave after exhausting personal leave chargeable to sick leave for adoption and/or prior to receiving custody to fulfill verified requirements for adoption which require the teacher's absence from school.

20.11 Administrative Leave. The Superintendent has the authority to place an employee on administrative leave if the Superintendent believes that it is in the best interests of the students, staff, or community.

20.11-1 If an administrative leave extends beyond ten (10) workdays, the employee and the Association will be notified by the Director of Employee Relations, or his designee, the reasons for the extension.

20.11-2 The employee placed on administrative leave will continue to receive full pay. All rules for active employees will continue to apply.

20.12 Military leave will be granted under the provisions of §1012.66, *Florida Statutes* to employees who are required to serve or volunteer to serve in the armed forces of the United States or this state. Employees on military leave shall be paid the difference between their School Board salary and their military salary if their military salary is less; however, vacation and sick leave time will not accrue for unpaid or partially paid military leave time. At the termination of service, employees must make application for re-employment within six (6) months following the date of discharge or release from active duty. The Board shall have a period not to exceed ninety (90) days to reassign the employee to duty in the school system. Such employee shall be offered his/her former position or offered a substantially similar position for which he/she is fully qualified.

ARTICLE XXI – UNPAID LEAVES

21.1 Unless otherwise specifically provided by law, the granting of leave shall be at the discretion of the Board. When it is granted by the Board, it shall be allowed on the basis of policies designed to protect the operation of the schools against undue interruption because of absence of personnel.

21.2 Leave granted on the request of a teacher shall be for particular purposes or causes which shall be set forth in a written application for leave. The Board reserves the right to

determine that the leave is used for the purposes or causes set forth in the application and if not so used, the Board shall cancel such leave.

21.3 Leave shall be officially granted in advance and shall not be granted retroactively, provided that leave for sickness or other emergencies may be deemed to be granted in advance if prompt report is made to the proper authority.

21.4 Up to a year of educational leave may be granted teachers who are on a continuing contract or professional services contract. This leave is for the purpose of engaging in full-time activities as a student, which will result in his/her professional benefit or advancement. Application for such leave shall be submitted to the Superintendent in a timely manner to allow the immediate supervisor to secure a qualified replacement. Upon return from such leave, the teacher shall be offered his/her former position or if it has been eliminated, a substantially similar position for which he/she is fully qualified.

21.5 Teachers may be granted up to one (1) year of medical leave for illness to themselves or members of their household. A statement of medical justification from a licensed physician must accompany the application for leave, and a licensed physician's statement may be required for reinstatement from leave.

21.5-1 Teachers who have been employed for at least 1,250 hours over the previous twelve (12) months may apply for a leave of absence under the Family and Medical Leave Act (FMLA) and the provisions of Polk County School Board's Family and Medical Leave Procedures for up to twelve (12) weeks during a school year for eligible reasons. Teachers granted this leave who are eligible and receive insurance under Article XXIII shall maintain this coverage for the duration of the leave, paid for as it was prior to initiating leave. The employee will have the option to use available paid leave days (sick, personal chargeable to sick, and/or vacation) concurrently with FMLA leave. The School Board shall require medical certification from employees returning from medical leave, and the employee will be restored to the same position held prior to the start of the leave.

21.6 A parental leave of absence may be granted to a teacher for the purpose of child rearing to commence at the birth of a child or the date of the adoption of a child and may continue for up to twelve (12) months.

21.7 Teachers returning from medical leave or parental leave within one year shall have the right to return to the same, if certified or, if that position has been eliminated substantially equivalent position provided that Annual Contract teachers must have been recommended, or would have been recommended, for re-employment by their principals. The teacher shall notify the principal no later than November 1 if he/she intends to return the second semester or by March 1 if he/she intends to return the first semester. Such teacher shall be assigned by the beginning of the next semester. A teacher returning from medical leave more than one year after leave commenced shall notify the Superintendent by November 1 if he/she intends to return the second semester or by March 1 if he/she intends to return the first semester, and shall, by the beginning of the next semester, be assigned to the first available vacant position in the District for which he/she is qualified, provided that if more than one (1) teacher has given notice pursuant to this paragraph. The teacher who gave such notice at the earliest date shall be assigned to the position in question.

21.8 A teacher, upon annual application as provided in 21.4, may be granted a leave of absence without pay for the duration of the elected term(s) to serve in public office. Upon

return from such leave, the teacher shall be offered a position in the District for which he/she is certified and qualified.

21.9 Up to a year's personal leave without pay may be granted one time only for teachers who are on continuing contract or professional services contract and have seven (7) continuous years service in the District to include all approved leaves except leave for public office and Charter. In extenuating circumstances additional leave, not to exceed one year, may be requested of the Superintendent. All requests for extended personal leave without pay must be approved by the immediate supervisor before being submitted to the Superintendent. Upon return from such leave, the teacher shall be guaranteed a teaching position in the school district.

21.10 Any teacher granted a leave of absence as provided in this article shall have the option to remain on active participation in all insurance programs for the duration of the leave, provided that the premiums for insurance programs be paid by the teacher on a monthly basis in advance of the month due. During the period of the leave, the teacher shall maintain the following at the same level as when leave commenced:

- 1) credit on the salary schedule
- 2) credit for seniority
- 3) credit for accumulated sick leave
- 4) maintenance of membership in the sick leave bank

Any teacher who is appointed to a civic board shall be granted personal leave without pay to attend meetings, not to exceed ten (10) days per school year. Teachers duly elected to City Commissions will be granted personal leave without pay to attend all authorized meetings. All such leaves shall be taken in full day increments only.

21.11 Charter School Leave of Absence. A teacher may apply for Charter School Leave for the school year and have it granted annually. Teachers applying for this leave are not required to be on a continuing or professional service contract and shall not be subject to the seven (7) continuous years service requirement as stated in 21.9 of this contract. The initial request for Charter Leave must be submitted to the Human Resource Services Division no later than 30 calendar days prior to the effective date of the leave. Requests for renewal of Charter School Leave must be submitted by March 15 of each year if the employee wishes to renew this leave for the next school year. If Charter School Leave is not requested by this date, the teacher shall be considered terminated from the District and so notified in writing.

21.11-1 Placement of teachers upon return from this leave will occur for the next opening for which they are qualified. District teachers who are currently working and those teachers covered in 21.7 shall be placed first.

21.11-2 Teachers returning from Charter School Leave who begin the first day of the contract year will be eligible for insurance at the beginning of the month following their first contract day. Teachers who return from Charter School Leave following the first contract day will be eligible for insurance following 90 days of continuous employment.

21.12 Domestic Violence Leave. An employee who has provided advance notice and who has been employed full time by the District for at least three (3) consecutive months shall be permitted to request and, upon approval, take a maximum of three (3) working days of unpaid leave from work in the school year if the employee, or, a family or household member of an employee is the victim of domestic violence.

An employee seeking leave under this section must, before receiving the leave, exhaust all annual or vacation leave, personal leave, and sick leave. Should sick leave be the only available leave remaining, the Superintendent or designee may waive this requirement if the reason for the request does not fall within the requirements for the use of sick leave.

21.12-1 The purposes of Domestic Violence Leave include:

- a. To seek an injunction for protection against domestic violence or an injunction for protection in cases of repeat violence, dating violence, or sexual violence;
- b. To obtain medical care or mental health counseling, or both, for the employee or a family or household member to address physical or psychological injuries resulting from the act of domestic violence;
- c. To obtain services from a victim-services organization, including, but not limited to, a domestic violence shelter or program or a rape crisis center as a result of the act of domestic violence;
- d. To make the employee's home secure from the perpetrator of the domestic violence or to seek new housing to escape the perpetrator; or
- e. To seek legal assistance in addressing issues arising from the act of domestic violence or to attend and prepare for court related proceedings arising from the act of domestic violence.

21.12-2 Procedures and Definitions.

a. "Family or household member" is as defined in §741.28(3), *Florida Statutes*. "Family or household member" means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

b. "Domestic violence" is as defined in §741.28(2), *Florida Statutes* or §741.313(1)(a), *Florida Statutes*. "Domestic violence" means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member. §741.28(2), *Florida Statutes*.

"Domestic violence" means domestic violence, as defined in §714.28, or any crime the underlying factual basis of which has been found by a court to include an act of domestic violence. §741.313(1)(a), *Florida Statutes*.

c. The employee requesting Domestic Violence Leave must notify the principal/supervisor at least two (2) school days in advance of the anticipated absence except in cases of imminent danger to the health or safety of the employee, or to the health or safety of a family or household member.

d. The Superintendent's Office must keep information relating to the employee's leave under this section confidential and exempt from disclosure pursuant to Chapter 119, *Florida Statutes*.

ARTICLE XXII - PROFESSIONAL COMPENSATION

22.1 All full-time teachers, with the exception of JROTC instructors, school psychologists, and secondary guidance counselors (defined as guidance counselors in schools housing seventh grade or above), will be paid for 196 days according to the salary schedule as shown in Appendix C.

22.1-1 The standard year employment for psychologists is 216 days, however flexible length contracts of 196 days or 247 days may be made available at the discretion of the Coordinator of Psychological Services. Requests for the flexible contracts are voluntary and positions will be filled according to seniority as defined in Article XIX, Section 19.2. A balance of flexible contracts will be maintained. Psychologists may be permitted to change to a flexible contract before each new school year through the Coordinator of Psychological Services. School psychologists performing psychological assessments of students on Saturday will be paid based on the Adult School Salary Schedule as shown in Appendix E. If a student is a no show the School Psychologist shall remain at the worksite for two (2) paid hours. Should there be more psychologists requesting these assignments than available referrals, assignments will be given according to seniority in the county.

22.1-2 JROTC instructors shall be given the option, at the beginning of the school year, of going on the teacher salary schedule or be paid on the basis of the Board's agreement with the various branches of the armed services. School psychologists and secondary guidance counselors shall be paid for 216 days according to the salary schedule shown in Appendix C.

22.1-3 All teachers employed in the Polk Virtual School program shall observe the traditional calendar. Polk Virtual School instructional personnel shall be paid according to the salary schedule shown in Appendix F.

22.1-4 College and Career Specialists will be paid for 216 days according to the salary schedule as shown in Appendix C.

22.1-5 Grant writers must adhere to the salary schedule (Appendix E, or in accordance with Article 22.18) when making budgets for teacher pay schedules.

22.2 Upon written request credit will be allowed for time spent on active duty military service in the armed forces of the United States up to four (4) years; a minimum of one full calendar year of active service is required, up to fifteen (15) years credit will be allowed for JROTC instructors; up to one (1) year of service in the Peace Corps will be credited for salary purposes. However, no more than fifteen (15) total years will be allowed for out-of-county experience including military service in the armed forces of the United States and Peace Corps.

Per §1012.33, *Florida Statutes* full credit on the salary schedule will be given for Florida public school experience. A year of experience on the salary schedule will be allowed when a teacher works one (1) day more than one-half the days of a full teacher contract year.

22.3 Teachers who were previously classroom paraeducators in Polk County will be credited for one (1) year on the teacher salary schedule for each two (2) years of service

credited as a classroom paraeducator. Request for credit shall be submitted in writing to the personnel office no later than ninety (90) calendar days after the first working day of the school year.

22.3-1 Teachers who were previously employed as full-time Polk County School Board non-union professional/technical personnel will be awarded one (1) year of experience credit on the teacher salary schedule for every one (1) year of related service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one day more than one-half the contracted days of the professional/technical position. Up to fifteen (15) total years will be allowed for related out-of-district experience in addition to all years of related in-county experience.

22.3-2 Teachers who were previously employed full-time by a regionally accredited public or private school (K-12 or college/university level) will be awarded one (1) year of credit on the teacher salary schedule for every one (1) year of service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one (1) day more than one-half the contracted days of the position.

22.3-3 Teachers who were previously employed full-time by a non-regionally accredited public or private school (K-12 or college/university level) will be awarded one (1) year of credit on the teacher salary schedule for every two (2) years of service. Verification of experience credit must be received by the Human Resource Services Division Personnel Department within ninety (90) calendar days from date of hire to be paid retroactively to date of hire. Experience verification received more than 90 calendar days from date of hire will be effective on the date received by the Human Resource Services Division Personnel Department. A year of experience on the salary schedule is defined as working one (1) day more than one-half the contracted days of the position.

22.4 In order to be compensated for advanced degrees, all requirements must be completed and officially verified by Human Resource Services. Salary adjustments will be reflected retroactively to the date that the transcript was received by Human Resource Services.

22.5 Teachers hired to work on supplemented assignments extending beyond the regular school workday will be paid for their duties in accordance with the supplementary salary schedule as set forth in Appendix D and all other provisions of this agreement.

22.6 Teachers whose regularly assigned service is required beyond 196 days will be paid at the rate of 1/196 of their Annual Contracted salary for each day of service. The principal/immediate supervisor may recommend a supplemental contract for the number of days for which their services are required.

Agriculture, home economics, vocational teachers and media specialists shall be notified by April 1, others as soon as practicable as to the number of days beyond the 196 days for which their services will be required. The Superintendent will assign teachers to work beyond the 196 days as equitably as practicable among all the qualified teachers in the same classification who regularly perform such assignments. Assignment schedules beyond the 196 days shall not be made arbitrarily and shall be made only to meet program needs of the District and/or to meet FDOE standards. School psychologists and secondary counselors shall work the same 196-day schedule as classroom teachers. The additional twenty days shall be designated annually by the principal/supervisor. The employee shall be given his/her work assignment no later than the last student contact day for the contract year beginning July 1.

22.6-1 When Career Center state licensure programs require additional hours beyond the contractual workday, the administration shall meet with the affected instructors to discuss the best manner in which to meet said requirements within the confines of the contract. After meeting with the affected employees, the administration shall determine whether extended contracts or additional pay as referenced in 22.11 best addresses the scheduling needs for the following school year. The administrator shall also notify said employees at least two weeks prior to the end of the school year.

22.7 Summer school offerings at the technical centers will be based on student needs. If enrollment requirements are met, instructors will be placed on an extended contract and paid their daily rate. Those classes not meeting enrollment requirements may be offered an hourly contract and paid according to Appendix E of the Salary Schedule.

22.8 The hourly salary schedule for adult education, extended learning, summer school and teachers of career education part-time classes will be as set forth in Appendix E. Teachers who work the Exceptional Student Education (ESE) Summer Extended School Year (ESY) will be paid at their regular hourly rate of pay.

22.9 At the request of the Superintendent, a high school teacher may volunteer on a semester basis to teach all the student contact time and be paid one sixth (1/6) of his/her salary for the semester. This section shall not be used to circumvent the hiring of additional full time teachers.

22.10 At the request of the Superintendent, a middle school teacher may volunteer on a semester basis to teach all the student contact time and be paid one-sixth (1/6) of his/her salary for the semester. This section shall not be used to circumvent the hiring of additional full time teachers.

22.10-1 At the request of the Superintendent, elementary school teachers that teach all the student contact time on a daily basis will be paid for an additional hour at an hourly rate based upon their contractual daily rate of pay for a maximum of 180 days. Teachers will not be required to spend additional time beyond their regular day. All scheduling options must have been exhausted before an administrator will receive permission for this variance. The appeal process for this variance is defined in the Staffing Plan.

22.11 Teachers at the Area Career Centers who exceed the provisions in section 6.2-1 and 6.2-2 shall be paid at an hourly rate based upon their contractual daily rate of pay. This provision does not apply to part-time evening adult teachers.

22.11-1 Teachers in alternative education programs for “at risk” students including Bill Duncan Opportunity Center, Don Woods Opportunity Center, the Teen Parent Program, South County Center, New Horizon Learning Center, and the Florida Sheriffs Youth Villa, shall work a seven (7) hour day consisting of no more than 330 minutes per day of instructional contact time and 300 minutes per week of planning time. Teachers in such programs who have 270 minutes or less of instructional contact time per day shall be assigned to no more than seven and three-quarter hours per day.

22.12 The Board shall provide terminal pay for accumulated sick leave to any employee who has worked for the Board at least one year or to the employee's beneficiary without regard to length of service if service is terminated by death. Such terminal pay shall be in the amount determined by the daily rate of pay of the employee in the final year of employment.

- I. Such terminal pay shall be in the amount determined by the daily rate of pay of the employee at the time of termination and the number of years of service in Polk County. Calculations shall be made as follows:
 - (a) During the second and third year of service, the daily rate of pay multiplied by 35% times the number of days of accumulated sick leave;
 - (b) During the fourth, fifth and sixth years of service, the daily rate of pay multiplied by 40% times the number of days of accumulated sick leave;
 - (c) During the seventh, eighth, and ninth years of service, the daily rate of pay multiplied by 45% times the number of days of accumulated sick leave;
 - (d) During and after ten years of service with the Board, the daily rate of pay multiplied by 50% times the number of days of accumulated sick leave;

Exception: Payment for sick leave earned prior to July 1, 1985 and after thirteen years of service in Polk County, shall be paid at 100% of the daily rate of pay at the time of conclusion of service with the Polk County School Board.

22.12-1 Any employee shall have the option to request delay of payment for sick leave days as terminal pay by notifying the Payroll Department in writing prior to the last scheduled workday of employment. For employees not being offered employment for the following school year, such days shall remain available for transfer as per §1012.61, *Florida Statutes* with the employee being responsible to provide any required documentation prior to the first scheduled work day of the new school year. Terminal pay will be processed immediately if such notification is not received by the first scheduled work day of the new school year.

22.13 Upon appropriate written authorization by the teacher, the Board shall deduct for annuities, credit union, United Way, insurance or other plans or programs jointly approved by the Association and Board. The Board agrees to promptly disburse said sums.

22.14 Deductions for personnel during the regular school terms for daily absences not covered by the provisions of the agreement shall be made at the rate of 1/196 of the Annual Contractual salary per day.

22.15 Salaries for teachers who were employed as of the last day of the school year and continue employment the following year shall be paid in twelve (12) equal payments over twelve (12) months. Said payment shall begin in August and be made on the last workday of each month during the school term (excluding June) and on the last weekday of each month during June, and July.

22.15-1 Teachers working in July will be paid at the end of July for time worked in July. These employees will receive one check for holdback for the previous school year (issued one day before the end of the month) and one check for work in July issued on the last workday in July.

22.16 Evening adult school and Polk Virtual School checks shall be distributed to the teachers on the next scheduled pay date following the month during which the services were performed. Summer school checks shall be distributed on the next scheduled pay date following the month in which summer school is completed. Teachers will be provided at least a two month notice before this change is implemented.

22.17 Teachers hired by the Board to perform as a consultant and who work beyond the regular school day will be paid at the rate listed for their qualifications on the adult education teacher salary schedule.

22.18 Teachers required by the Board to participate in workshops or conferences on other than a regular school day will be paid at the rate of \$18.09 per hour.

22.19 Any employee overpaid for any of the following reasons, regardless of the amount, will receive notification of the overpayment and will be given an opportunity to discuss the matter with the Human Resource Services Division prior to recovery of the overpayment:

- A. Employees who were placed incorrectly on the salary schedule.
- B. Employees who received a supplement to which they were not entitled.
- C. Employees who were inappropriately paid for teaching an extra period.

All other employees who were overpaid for some reason other than those specified in items A., B., and C., immediately preceding shall receive notice of the overpayment and the opportunity to discuss the matter with the Human Resource Services Division when such overpayment exceeds five percent of their standard gross base pay per pay period.

22.19-1 In the event of a payroll error requiring notice as specified in 22.19, the employee shall be notified in writing. The payment or recovery of payroll errors shall be limited to the sum over or under paid during the 24-month period prior to the date of notification. Employees who have been notified of a pay error more than 24 months after the error occurred will not be held liable for repaying overages to the District, nor will employees be eligible to collect underpayment amounts from the District. However, while no underpayments or overpayments will be sought on errors discovered after more than 24 months, payroll will be corrected for all future wage and/or salary payments. If the payroll error occurred more than 72 months from the date of notification, no future wage or salary adjustments will be made.

22.19-2 The repayment of underpayments shall occur as soon as reasonably possible following notification. Repayment schedules shall be reduced to writing and show the total amount owed and the dollar amount of each installment with the end date. In the event that the employee will not agree to a repayment schedule, recovery of the

overpaid sums shall not exceed five percent per pay period of the standard gross base pay at the time the overpayment is calculated. In the event of a factual dispute regarding the reason for or amount of an overpayment, the sole remedy shall be a hearing before a hearing officer agreed upon by the Superintendent/designee, and the Association/employee from an established panel of three attorneys. The decision of the hearing officer shall be final and binding. The cost of the hearing shall be borne equally by each side.

22.19-3 If a dispute exists regarding an alleged overpayment that does not require the District to notify the employee, the employee may request a meeting with a representative of Human Resource Services to review their issue.

22.19-4 If an employee from whom payment is due as the result of a payroll overpayment has accrued vacation and/or sick/personal time available, some time may be applied to the amount due. For employees who accrue vacation time, this time must be applied first. After accrued vacation time is applied, sick/personal time in excess of 10 days may be applied to the amount due at their current rate of pay.

22.20 In the event an employee is paid for leave time, and/or time not worked, that is determined to be unearned, such overpayment may be withheld in full during the next pay period(s). In the event of an employee's termination for any reason, any and all sums due the School Board may be withheld in full from any sums otherwise due to the employee.

22.21 In the event an employee believes an over or underpayment has occurred, the employee must report the suspected over or underpayment to the worksite payroll secretary who will begin researching and processing as appropriate.

22.22 Should the number of annual pay periods be changed, the repayment schedule will be restructured accordingly.

22.23 Any teacher required by the Board to own or have continuing access to an automobile in order to properly perform their regular teaching duties shall be reimbursed for their school business travel at the per mile rate approved by the Board up to the limit of travel allowance set forth for their position.

22.24 Teachers hired for the first time in Polk County who would not be eligible for a paycheck in August will be given the option of having an advance against their initial paycheck.

22.25 Teacher Performance Based Compensation – In order to qualify for performance-based compensation, computed at the rate of five percent of individual base pay, school based instructional personnel may voluntarily apply according to the criteria detailed in Appendix I. This plan is being held in abeyance.

22.26 In the event the Florida Legislature significantly changes the expected funding level received from Florida Education Finance Program (FEFP), including all of its components and at anytime during the term of this agreement, the parties agree to discuss and review a concern raised by either party.

22.26-1 In the event there becomes a reason to expect an excess of funding, the parties agree to determine the amount of such excess and discuss enhancing current employee compensation. The parties recognize that through mutual agreement and ratification by the parties, the current agreed upon compensation could be changed.

22.26-2 In the event the District feels a need to declare “Financial Urgency” as outlined in §447.4095, *Florida Statutes* the parties agree to follow the process as outlined in the statute.

22.27 Both the Polk Education Association and the School Board desire to bargain step increases and additional raises for the 2010 – 2011 school year should funding be available. The District will establish the cost of step increases when projecting the budget so that the information may be considered during the adoption process. The parties agree to hold a preliminary discussion in September 2010 to assess the available funds committed by the Florida Legislature and the Federal Government to the District, the most current revenue estimates for tax levies, and the impact of any unfunded or underfunded mandates from other government agencies. The parties agree to meet and review the available funding data in detail following the release of the 3rd Calculation from Florida’s Department of Education. The parties agree to jointly evaluate the available data to determine funds that could be used to adjust employee salaries. The parties will then bargain regarding any identified funds.

ARTICLE XXIII – INSURANCE

23.1 The Board agrees to pay group term life (\$20,000) and Accidental Death & Dismemberment insurance premiums for all benefits eligible employees who work a minimum of 30 hours per week. Employees hired prior to October 1, 2013 with continuous employment would be grandfathered so that they remain benefits eligible, even if working less than 30 hours per week. The School Board will provide one health insurance plan with applicable premiums as described in Appendix K of this document. Premiums for spousal and dependent coverage shall be offered as specified in Appendix K with all premiums to be paid by the employee. An employee hired after September 30, 2013 must work a minimum of 30 hours per week to receive this benefit.

23.2 All Board employees are eligible to participate in the Polk County School Board Employee Health Clinic as of their date of hire.

23.3 The Board agrees to make available supplemental group term life insurance, dental and vision insurance for employees, and health, dental and vision insurance coverage for employee dependents, with all premiums to be paid by the employee.

23.4 The Insurance Committee shall be established by the Superintendent to study and make recommendations concerning health, life, dental and vision insurance coverage. The Association may appoint up to six individuals to serve on the committee. Those six being the total number appointed by the Association for all bargaining units represented by the Association. The committee will make its recommendations to the Superintendent with copies to the Board at a date established by the Business Services Division’s Risk Management and Employee Benefits Department, but no later than sixty (60) days prior to the bid date, or thirty (30) days prior to expiration of the current policy, if no bids are to be taken.

23.5 The effective date of health plan insurance for newly hired employees shall be the first day of the month in which the 90th day of employment occurs.

ARTICLE XXIV – EMERGENCY SCHOOL CLOSING

24.1 If as determined by the Superintendent, circumstances of weather, energy crisis, power failure, lack of water or heat, work stoppage, epidemic or other civil or natural emergencies, including threats or acts of violence, make it impossible or unsafe to open the schools or to keep open a school or schools, then the Superintendent shall act in such emergency situations to preserve and protect the lives and property of pupils and staff personnel. Such absence(s) shall not result in loss of pay or accumulated leave days to the teacher.

24.2 When an emergency confronts the schools of Polk County, notification of the closing of the schools shall be released for broadcast over appropriate radio and television stations as soon as possible.

ARTICLE XXV – SCHOOL COMMUNITY PROFESSIONAL DEVELOPMENT

25.1 The council of members shall be appointed as provided by the School Community Professional Development Act, §1012.98. Any interested teacher may submit to the Council his or her name for nomination. The Council shall also accept nominations from the Association as well as other interested groups or individuals. Prospective members of the Council shall be recommended to the Superintendent by the Council for his recommendation to the School Board.

25.2 The five (5) year District master in-service plan shall have been reviewed by the Council prior to submission to the Superintendent, and their comments attached thereto for presentation to the Board.

ARTICLE XXVI – INTERN PLACEMENT

26.1 In the interest of providing optimum professional training, teachers supervising interns shall be certified in their assignments and shall be on continuing contract/professional services contract or have three (3) years successful teaching experience. Florida Statutes require teachers supervising interns to show "evidence of clinical educator training" and demonstration of "effective classroom management strategies that consistently result in improved student performance."

Only teachers who volunteer to accept intern supervision assignments will be selected to serve as supervising/directing/cooperating teachers. A survey will be conducted in October and February each year to identify eligible, qualified volunteers.

26.2 A supervising teacher shall not be assigned more than one intern during any regular school year.

26.3 Upon request of the supervising teacher, interns will be required to arrange an interview with the supervising teacher at least two weeks prior to the beginning of the internship. Final placement will be made on the joint approval of the supervising teacher and the principal.

ARTICLE XXVII – EXPERIMENTAL PROGRAMS

27.1 The acceptance or rejection, planning, budgeting, implementing and evaluating of all experimental educational programs in Polk County schools shall include the active involvement of all teachers to be affected on the school level. On programs designated as experimental by the Board, the Association will be involved.

27.2 The School Board and the Association recognize that arrangements in which employees share responsibility for decision making such as site-based decision making and innovations related to District Strategic Plan can foster the collegial exchange of ideas and information that can enhance effective professional practice and improve the educational process.

27.3 The Association and the School Board reserve all collective bargaining rights under the law or existing collective bargaining agreements.

27.4 Differentiated Accountability Pilot Program - To comply with Florida's Differentiated Accountability Plan and the Florida School Improvement Grant (SIG), the School Board and the Association agree to implement Section 27.5 through 27.5-4 to assist Oscar J. Pope Elementary School in an effort to improve student performance.

27.5 The School Board and the Association agree to adopt an Experimental Program for Oscar J. Pope Elementary School for the 2010-2013 school years upon approval of the SIG grant. Should the grant funding not cover the following provisions, the program will not be implemented unless the parties agree to a new funding source. The Program will not reduce any employee right under the contract and shall add the following additional components for assessing teacher performance, differentiated pay, recruitment/retention bonuses, and pay for performance.

27.5-1 Teacher Assessment/Instructional Assistance Issues:

- i. Teachers with four or more satisfactory or higher ratings out of the eight EPC's are deemed satisfactory.
- ii. Only teachers with a satisfactory assessment for the previous three years who can demonstrate learning gains as defined in 27.5-3 may apply, transfer, or be assigned at Oscar J. Pope Elementary. The student progress monitoring tool in place at the time will be used to determine learning gains for a teacher for years prior to the 2010-11 school year.
- iii. Only teachers with a satisfactory assessment for the previous three years who can demonstrate learning gains as defined in 27.5-3 may remain at Oscar J. Pope Elementary. The student progress monitoring tool in place at the time will be used to determine learning gains for a teacher for years prior to the 2010-11 school year. Those teachers not meeting the criteria may be displaced if they have been given ample opportunity to improve. Examples defining an ample opportunity will include such documentation as a completed Instructional Assistance Conference (IAC) form (Article 15.2-3), a completed Professional Development Plan (PDP), a letter of concern, and/or progressive discipline.

- iv. Teachers within their first or second year of teaching, or teachers where performance assessments and/or student learning gain data are not available, will have their status determined based upon the available data.

27.5-2 Work Schedule Variations

- i. Teachers will work an 8-hour day with the additional time paid at the teacher's daily rate of pay.
- ii. There will be 10 evening activities (1-1.5 hours each), with the additional hours to be paid at the teacher's daily rate of pay. The dates of these evening activities shall be noticed prior to the last day of pre-planning. Six shall be used as family nights, and four shall be used as parent/teacher conference nights. Teachers must attend a minimum of 3 out of the 6 family nights and all of the parent/teacher conference nights.
- iii. Ten (10) additional planned activities averaging 90 minutes per activity contiguous with the regular duty day shall be developed during the school year under the guidance of the principal and offered to all teachers outside their regular duty day. Said activities shall have a direct impact on increasing student learning. These activities shall include a mixture of staff development, group planning, and time for implementation of the work product. The time shall be held Monday through Friday within the prescribed District school calendar. To meet the needs of staff, the principal and staff may mutually agree to increase or decrease time per activity as long as the average is 90 minutes for the ten (10) planned activities. Teachers shall be paid based upon their hourly rate of pay. The first 5 dates are mandatory. The remaining dates are optional.
- iv. Teachers of core subjects will be provided a substitute one day per month (minimum of 8 days) to work as a team for common planning and professional development.
- v. If noticed to the affected staff before the last day of school, all teachers must attend four (4) mandatory staff development days prior to the first contracted workday and will be paid at his/her daily rate of pay.

27.5-3 To comply with Florida's Differentiated Accountability Plan and the Florida School Improvement Grant, the following bonuses, which are specific to Oscar J. Pope Elementary Staff only, will be paid as outlined.

- i. Recruitment/Retention Bonus: Teachers retained or recruited will receive a bonus for completion of a school year according to the following tiers beginning in 2010-2011 and through 2012-2013. Completion of a school year is defined as working one day more than half the number of days contracted for that position and remaining on the staff at the school as of the last working day of the school year. This bonus will be included in the June paycheck.
 - a. Upon completion of their first year, teacher will receive \$500.
 - b. Upon completion of their second consecutive year, teachers will receive \$750.
 - c. Upon completion of their third consecutive year, teachers will receive \$1000.

- ii. In any year the school grade, as determined annually by FDOE, increases at least one letter grade or is a B or better, \$500 will be awarded to each member of the school staff, inclusive of support staff and will be paid no later than the second month following FDOE's release of the school grades.
- iii. Should the FDOE grant an extension of the time allotted for the SIG monies to be disbursed until such time as Oscar J. Pope Elementary's school grade for the 2013-2014 year is released, and if the school meets the Annual Measurable Objectives (AMO) in the "All Students" category in both reading and math, each member of the instructional staff (teachers and paraeducators) will receive \$1,000 which will be paid no later than the second month following the release of the data.
- iv. Performance Pay for Learning Gains: Teachers will receive an annual bonus of \$1,500 each school year in which 65% of their assigned student population shows learning gains after tabulating the results of the student assessments as defined below.
 - a. To be counted for tabulating learning gains, students for an individual teacher must be in attendance without a withdrawal for both FTE periods.
 - b. Learning gains for students in grades K-3 will be determined using the Discovery Learning Assessment Progress Monitoring Tool with students scoring 70% or above on the final baseline evidencing a learning gain, and/or a student has achieved a learning gain when they maintain a predicted level 3 or above, move up a predicted level, or show a year's worth of growth using the Oscar J. Pope Elementary Discovery Growth Chart.
 - c. Learning gains for students in grades 4 – 5 will be determined using FCAT scores. A student has achieved a learning gain when either the FCAT level increases by one or more levels, or, when a level of 3, 4, or 5 is maintained, or, when the developmental score indicates more than one year's growth for a student remaining at a level 1 or 2.
 - d. Learning gains for students evaluated through an Alternate Assessment will be determined using the results of the Alternate Assessment. A student has achieved a learning gain when either the performance score increases one level, a performance score of 4 or higher is maintained, or the student maintains a performance score equal to the previous year's score.
 - e. For school-wide instructional staff, learning gains will be based upon the tabulation of the individual learning gains of the total students they serve, i.e. grade level(s), entire school.
 - f. At the end of the 2010-2011 school year, student attendance data will be reviewed to determine the impact on the student learning gains for future consideration.

27.5-4 During May of each year of the pilot, a joint survey of staff will be conducted to collect data regarding the effectiveness of the pilot. All available aggregated data will be presented to the joint bargaining teams at a mutually agreeable

time to review the pilot and determine any contractual changes that need to be made to increase the effectiveness and further improve student learning outcomes.

27.6 Introduction In an effort to improve instruction and student performance in a school that earns a grade of “D” for two (2) or more consecutive years, or a school grade of “F,” the School Board and the Association agree to implement Section 27.6.

When a school having two (2) or more consecutive grades of “D,” or a designation of “F” Priority meets the District’s exit criteria, Section 27.6 and all subsections shall cease to be applied unless specifically stated otherwise. Schools designated as having two (2) or more consecutive grades of “D,” or a designation of “F” Priority, will not be required to receive displaced teachers.

It is important to note that though the first year is designated as a planning year that does not mean that interventions will not be implemented prior to the completion of the first year. Such interventions will be in keeping with the terms of the Collective Bargaining Agreement.

27.6-1 Planning Year Following the initial designation of a school as having two (2) or more consecutive grades of “D,” or a designation of “F” Priority, a planning year will occur. During this planning year, the District and school will complete a rigorous evaluation of the existing leadership team, coaches, staff, curriculum, support/interventions and resource allocation. The Superintendent or Deputy Superintendent will meet at least monthly with the PEA President and share the results of the evaluation and the developing plan for turning around the students’ performance and the school grade. Before any documentation or template is submitted to the Florida Department of Education (FDOE) regarding the District’s Turnaround Plan, it will be shared with the PEA President who will be provided an opportunity for input with regard to contractual and legal concerns.

As part of a regularly held faculty meeting, the principal will, on a monthly basis, update the staff regarding the planning process and opportunities will be given for staff to share feedback. It is also agreed that it is in the best interest of both the students, staff, District and Association that the staff also be kept fully informed of the documentation or templates being submitted to FDOE.

The District shall ensure that the Teacher Evaluation System outlined in Article XV and Appendix M is implemented with fidelity each year following the school receiving two (2) or more consecutive grades of “D,” or a designation of “F” Priority. Observations will be performed as outlined and will be conducted over the designated time periods to allow for professional growth. Specific and actionable feedback shall be given as appropriate for each Essential Performance Criterion (EPC) marked less than *Effective* as outlined in Section 15.7.

If a teacher continues to perform below the *Effective* level in an identified EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan for improvement utilizing the processes in the Collective Bargaining Agreement up to, and including, implementation of a Professional Development Plan (PDP). However, prior to

the implementation of a Professional Development Plan (PDP), the use of the Instructional Assistance Conference (IAC) form for the purpose of guiding a professional conversation is strongly encouraged.

27.6-2 Subsequent Years For subsequent years (after the initial first year), until such time as the school meets the District's exit criteria for schools having two (2) or more consecutive grades of "D," or an "F" Priority School:

Teachers with an overall *Effective* or *Highly Effective* evaluation for the previous year may apply, transfer, or be assigned to schools having two (2) or more consecutive grades of "D," or an "F" Priority school.

Those teachers with less than an overall *Effective* evaluation for the previous year who have been given notice of performance concerns and ample opportunity to improve, as per Teacher CBA Article 15 and Appendix M (Teacher Evaluation System Manual) may volunteer to be displaced, be involuntarily transferred or terminated according to the appropriate provisions of the Collective Bargaining Agreement.

27.6-3 Early Return Any school with two (2) or more consecutive "D" grades, or a grade of "F" Priority, will be identified as an Early Return School that will return up to four (4) days prior to the first contracted workday of school year 2014-2015. Should there be insufficient funds available to finance all Early Return Schools, "F" schools shall have first priority.

The traditional pre-planning week continues as contractually outlined. All teachers throughout the District shall receive a reminder notification of this contract provision with their May paychecks explaining conditions that require returning early, the number of days and dates, and the methods by which affected teachers at Early Return Schools will be notified.

27.6-4 Eligible Teachers In the identified schools, all teachers, including media specialists, school counselors, and school-based academic coaches, will participate in Early Return activities. Regardless of the subject taught, all teachers will be providing support in the areas of Reading, Math, and Science, as appropriate.

- 1. Professional Development:** Early Return participants shall participate in both school-based and District-based Professional Development. School-based Professional Development shall include grade level and departmental collaborative planning, review of student learning growth data, job-embedded Professional Development on lesson study, and other instructional strategies. District-based Professional Development shall include training in Common Core Standards and content specific areas in support of increased learning.
- 2. Compensation:** Eligible teachers will be paid their daily rate of pay for school-based Professional Development and planning.

27.7 Step Up Academy Charter Schools Experimental Program

27.7-1 All provisions of this collective bargaining agreement will apply to STEP UP ACADEMY employees who are included in the bargaining unit unless specifically waived herein. All the specific waivers below will expire on June 30, 2014 unless extended in writing through the bargaining process. Should an extension of any waivers be tentatively agreed upon by the Board and the Association but ratification not be completed, the parties may agree to a temporary extension through a signed Memorandum of Understanding until the ratification process is completed.

27.7-2 Upon written notice to the PEA and the school district of any requests for potential changes to the CBA, the parties (PEA and school district) will first meet to discuss the need and scope of any potential contractual waiver. When such a program has the effect of deviating from the existing contract, the deviation will be negotiated prior to implementation in accordance with the following steps.

- (a) If any Step Up Academy proposes a change contrary to the terms of the collective bargaining agreement, the academy must seek a waiver for such deviation. Any proposed waiver must specify the contractual provisions to be waived, the nature and the duration of the contract waiver, and the employees affected by the contract waiver. The proposed waiver will be submitted in writing to the Board and Association for collective bargaining.
- (b) Such waiver proposals shall be bargained by the Association and Board. The final waiver proposal shall be submitted for confirmation vote and must be approved by the majority of the affected employees at the school. When a proposed waiver is submitted for confirmation vote, the staff at the affected school shall be provided written notice of the waivers at least five days prior to voting on the waivers. The notice shall also include the date and time of the vote. Voting shall be by secret ballot conducted by a representative appointed by the PEA and a representative selected by the faculty, at an agreed upon time certain. Upon conclusion of the voting, the ballots must be counted in that public meeting, with the results reduced to writing and signed by the representatives conducting the vote.
- (c) Upon conclusion of the confirmation vote, the proposed waiver will be returned to the bargaining teams for the appropriate action. Any tentative agreements shall be submitted to the bargaining unit for ratification and Polk County School Board for approval. Upon ratification the waiver will be specifically incorporated into the collective bargaining agreement.

27.7-3 Annual review and submission of potential waivers:

- (a) By January 15, all specific waivers referred to in Article 27 shall be annually reviewed for extension or expiration. Additional or new requests for waivers shall be submitted by January 15 to PEA in accordance with the provisions of Article 27.
- (b) In the event the Step Up Academies ascertain that a critical need exists to seek a modification of the CBA to best meet the needs of the student population of the Step Up Academies, written notice of such proposed critical need shall be provided at the

earliest opportunity to the PEA and the school district. The provision governing such potential changes set forth in Article 27.7-2(a-c) shall be followed.

27.7-4 Teachers will be notified annually of the adoption of any of the Work Schedule Variations below for the following school year at least two weeks prior to the end of the school year. New employees will be notified of any such variations during the hiring process.

Teachers may be assigned to work an additional 15 minutes per day (8 hours) with the additional time paid at the teacher's daily rate of pay.

- (a) There may be up to 10 evening activities (1-1.5 hours each), with the additional hours to be paid at the teacher's daily rate of pay. Only the number of activities must be noticed as required in 27.7-4 above, however, the specific dates of these evening activities must be noticed no later than the last day of pre-planning. These activities are for student and/or parent involvement. Teachers must attend a minimum of 70% of these activities.
- (b) Up to ten (10) additional planned activities averaging 90 minutes per activity contiguous with the regular duty day may be developed during the school year under the guidance of the school administrator and offered to all teachers outside their regular duty day. The number of activities must be noticed as required in 27.7-4 above, however, the specific dates of these activities must be noticed no later than the last day of pre-planning. Said activities shall have a direct impact on increasing student learning. These activities shall include a mixture of staff development, group planning, and time for implementation of the work product. The time shall be held Monday through Friday within the prescribed District school calendar. To meet the needs of staff and the school, the school administrator and staff may mutually agree to increase or decrease time per activity as long as the average is 90 minutes for the planned activities. Teachers shall be paid based upon their hourly rate of pay. Up to 5 dates may be mandatory. The remaining dates are optional.
- (c) Teachers may be scheduled for up to four (4) mandatory staff development days prior to the first contracted workday and to be paid at his/her daily rate of pay.

27.7-5 A Charter Governing Board may choose to substitute a Florida Department of Education Charter Teacher Evaluation Model for the Polk County School System Teacher Evaluation System if approved by the majority of the Charter's faculty as determined by a secret ballot vote conducted as set forth in Article 27.7-2(b) at least two weeks prior to the end of the school year or within 90 days from final state approval. Votes shall be publicly counted by the school administrator or designee and teachers, including a PEA representative. PEA shall be notified in writing of the outcome of any such vote and shall be provided a complete copy of all evaluation documents, forms, and manuals if the Charter Teacher Evaluation Model is adopted. Any further changes to any evaluation process shall be subject to the collective bargaining process.

27.7-6 Any grievance shall be processed following the Grievance Procedure as described in Article XXVIII except that the Step I process shall be waived. Any

grievance filed as an Informal Procedure shall be filed directly to Step II if not resolved informally. In addition, the Board and the Association agree to an automatic extension of two weeks in Step III for the Board to schedule oral arguments to afford the Charter Governing Board an opportunity to review the grievance and provide input. The Superintendent or designee shall be responsible for timely notification to the Charter Governing Board regarding a grievance. There are no waivers to the Step IV process for final binding arbitration.

27.7-7 As required by §1002.33, *Florida Statutes* the Board and the Association recognize that a STEP UP ACADEMY CHARTER school administrator may be requested but not required to accept any displaced employee or any employee returning from layoff therefore waiving the limitations on hiring and/or placement of teachers into open positions in the STEP UP ACADEMIES as required by Sections 17.6-2, 17.6-3, 17.6-4, 17.6-8, 17.7, 19.6, and 19.7.

27.7-8 Should there be a reduction/loss of units at the Step Up Academy Charter, employees will be able to remain at the high school in which the STEP UP ACADEMY is nested. He/she will be assigned in a vacant position for which he/she is fully qualified. If there are no vacant positions available at the nesting high school, the employee is displaced and will then be placed per current collective bargaining language.

27.7-9 In the event of a layoff, STEP UP ACADEMY CHARTER teachers initially hired directly from the PCSB shall be the first to be recalled in order of seniority under the collective bargaining agreement. STEP UP ACADEMY CHARTER teachers hired outside the PCSB shall then be considered in accordance with their years of seniority within the Charter.

ARTICLE XXVIII – GRIEVANCE PROCEDURE

28.1 Purposes:

- A. To set forth an orderly method for processing grievances to a resolution.
- B. To secure, at the lowest level possible, solutions to complaints or grievances.

28.2 Definitions:

- A. A grievance is defined as (1) a claim by a grievant that there has been a violation, misinterpretation, misapplication, or inequitable application of the terms of this agreement; (2) a claim by a grievant that there has been a misapplication of a Board policy, rule, or regulation not covered by this agreement. A grievance concerning Board policy, rule or regulation, may only be carried through Steps I, II, and III.
- B. A grievant may be a teacher, a group of teachers, or the Association. Class action grievances shall be initiated by the Association at Step II
- C. The employer is the School Board of Polk County, Florida, or those in the role of management for The School Board of Polk County, Florida.

- D. Days mean working days excluding Saturday, Sunday, and holidays.
- E. Immediate supervisor is that individual in the role of management for the Board. Each teacher shall have only one immediate supervisor at a particular school or department.
- F. Association shall mean the employee organization and its agents certified as the exclusive bargaining agent pursuant to Florida Statutes.

28.3 Procedures:

- A. It is important that grievances be handled as rapidly as possible. The number of days indicated at each level should be considered as maximum and every effort should be made to expedite the process. If the grievant fails to initiate a grievance or submit to the next step within the time limits as provided, the problem will be deemed to have been resolved. If the immediate supervisor fails to respond to the grievance within the time limits as provided, the grievance may be carried to the next step immediately. However, time limits may be extended by either party upon one day's written notice to the other party. Such extension shall not exceed ten (10) working days, except in cases of emergency.
- B. When grievance meetings and conferences are held during school hours, all employees whose presence is required by either party to provide information with regard to the grievance shall be excused from their regular duties without loss of pay. All meetings shall be by mutual agreement.
- C. When illness or other incapacity of the grievant or managerial representative of the Board prevents his/her presence at a grievance meeting, the time limits shall be extended to such time that the grievant or representative of the Board can be present.
- D. All documents, communications and records dealing with the processing of a grievance shall be filed separately from personnel files of the participants, and this information shall not be transmitted outside the District, except in court cases or subpoenas.
- E. In the case of a grievance in which the Association is involved, the Association and administration shall mutually agree on the date and time of all proposed grievance meetings, and the Association shall be advised in writing of the adjustments and dispositions beyond the informal procedure. In grievance cases where the Association is not involved in representing the grievant, the Association shall be advised in writing of all proposed grievance meetings, adjustments and dispositions beyond the informal procedure. The Association shall have the right to send an observer to all grievance meetings.
- F. In the event a grievance is filed on or after June 1, time limits for the informal procedure, Steps I and II shall consist of a total of seven (7) days so that the grievance may be resolved before June 30. If the grievance is continued to Step III, the Board shall consider this grievance within fifteen (15) days following the conclusion of Step II.
- G. During the informal procedure, if there are administrators present in addition to the principal and a member of his/her managerial staff, the teacher shall be entitled to have additional representatives of the Association, including staff.

H. When the Association is made aware of a problem, it shall try to settle the problem informally with the principal. If, as a result of the discussion, a problem still exists, the Association shall, within ten (10) days, submit to the Assistant Superintendent of Human Resource Services or designee a completed copy of the grievance form. (Appendix A).

I. At Steps I, II, III and IV, Association staff may be involved.

28.4 Resolution Procedure:

Informal Procedure: If a member of the bargaining unit believes he/she has a grievance, he/she shall first discuss the matter in good faith with his/her immediate supervisor in an effort to resolve the problem informally. This action shall take place within fifteen (15) days after the grievant knew or could reasonably have been expected to know of the event giving rise to the grievance.

At the informal procedure, the grievant may be accompanied by an Association member representative or an association staff representative. The immediate supervisor or principal, may have a member of his/her managerial staff, or if none exists, an assistant principal from another school at the meeting in the event that the Association member representative is present. In this informal action, the grievant shall advise his/her supervisor of the particular section of the agreement alleged to have been violated. No record shall be maintained except for a dated and signed statement verifying the fact that an informal discussion has been held. The immediate supervisor will respond to the grievance within two (2) days after the informal meeting.

Step I: If as a result of the informal discussion with the immediate supervisor a grievance still exists, the grievant shall, within ten (10) days after the informal discussion, submit to the Assistant Superintendent of Human Resource Services, or designee, a completed copy of the grievance form (Appendix A). This time limit shall not apply in cases where the nature of the grievance is continuous, or when the resolution agreed to at the informal level has not been or cannot be implemented. Within ten (10) days after the receipt of the written grievance, the Assistant Superintendent of Human Resource Services, or designee, shall arrange and meet with the grievant and/or the Association in an effort to resolve the grievance. The Assistant Superintendent of Human Resource Services, or designee, shall indicate his/her disposition of the grievance in writing at the appropriate place on the grievance form within five (5) days after such meeting and send copies thereof to the grievant and the Association.

Step II: If the grievant is not satisfied with the disposition of the grievance at Step I, such grievant may appeal by filing a form, as contained in the appendices to this contract, with the Superintendent or designee, within fifteen (15) days after the receipt of the decision at Step I. The Superintendent or designee, shall arrange and meet with the grievant and/or Association within ten (10) days after the receipt of the grievance in an effort to resolve the problem. At least one day prior to the meeting each party shall give to the other a list of prospective participants. The Superintendent or designee, shall indicate his/her disposition of the grievance in writing within five (5) days after the meeting and shall furnish a copy thereof to the Association, the grievant and the immediate supervisor.

Step III: In the event the Association is not satisfied with the disposition of the grievance made at Step II, or if no disposition has been made within five (5) days of such meeting, then within ten (10) days thereafter, the grievance shall be transmitted to the Board by filing a copy with the chairman of the Board. The Board shall within fifteen

(15) days meet publicly for the purpose of listening to any oral arguments presented by the grievant and/or Association and the Superintendent or Superintendent's designee. The grievant/Association and the Superintendent or Superintendent's designee shall simultaneously exchange briefs outlining their positions and related documents without oral testimony. The disposition by the Board shall be made and announced within three (3) days of the public hearing. A copy of such disposition shall be furnished to the Association, the grievant, the immediate supervisor, and the Superintendent.

Step IV: In the event the Association is not satisfied with the disposition of the grievance by the Board, the grievance may be submitted to arbitration before an impartial arbitrator. Notice of such submission shall be given in writing to the Superintendent and Superintendent's designee within five (5) days after the Association has received a written disposition from the Board. The arbitrator shall be selected from the American Arbitration Association in accord with its rules, which likewise govern the arbitration proceedings.

MISCELLANEOUS PROVISIONS:

1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this agreement.
2. The Board and the grievant shall not be permitted to assert in such arbitration proceeding any ground or rely on any evidence not previously disclosed to the other party. Both parties agree that the award of the arbitrator shall be final and binding.
3. The Board and the Association shall share equally the fees and expenses of the arbitrator when the grievance is processed by the Association. Neither the bargaining agent nor the Board shall be responsible for the cost of grievance arbitration by a member of the bargaining unit when the grievance is not processed by the Association.
4. If the Board refuses to arbitrate a grievance arising under this agreement, the arbitrator appointed according to the above grievance procedure shall proceed on an ex parte basis.
5. Adjustment of any grievance as described herein shall not be inconsistent with the provisions of this agreement.
6. No reprisals of any kind shall be taken against any party in interest participating in the grievance procedure.
7. Notwithstanding the expiration of this agreement, any grievance arising while the agreement was in effect may be processed through the grievance procedure until resolution.
8. Any teacher for whom a grievance is sustained shall be reimbursed in accordance with the award of the arbitrator.
9. The Association reserves the right to insure the proper use of the grievance procedure for the bargaining unit. If the Association has declined to process or further process any grievance presented to it, and if any employee or group of employees desire to process it or further process their own grievance through this procedure, the bargaining agent shall be sent copies of all written communications sent by the employer or the employee(s) involved. Further, nothing herein

contained shall be construed to prevent any public employees from presenting, at any time, their own grievance in person or by legal counsel to the employer and having such grievance(s) adjusted without the intervention of the bargaining agent, provided however, that the adjustment is not inconsistent with the terms of the collective bargaining agreement then in effect and provided further that the bargaining agent has been given notice and reasonable opportunity to be present at any meeting called for the resolution of such grievance.

10. Should either party request a transcript of the proceedings at Step IV, then the party shall bear the full costs of the transcript. If each party requests a transcript, the cost of the two transcripts will be divided equally between the parties.
11. Each party shall bear the full cost of its representation at all steps of the grievance procedure.
12. A teacher shall have the right to have an Association member representative present when a grievance is being discussed. In a case where no Association member representative is present to attend the informal procedure, the discussion may be postponed and the Association staff will have the right to appoint an Association member to attend the informal session.
13. The grievant may, after the informal procedure, present the grievance in writing to the Association who will provide an opportunity for a meeting with the grievant to decide the merits of the case within five (5) days after receipt of the grievance by the Association.

ARTICLE XXIX – MAINTENANCE OF STANDARDS

29.1 Should any provision of this agreement be declared illegal by a court of competent jurisdiction, or as a result of state or federal legislation, or as a result of changes in Florida State Board of Education Administrative Rules, said provision shall be automatically modified by mutual agreement of the parties to the extent that it violates the law. The remaining provisions shall remain in full force and effect for the duration of this agreement, if not affected by the deleted provision.

29.2 No teacher employed within the bargaining unit shall, as a result of omission through oversight in the negotiation of this agreement, suffer a reduction in pay, loss of economic fringe benefits, or loss of experience credit previously granted.

29.3 This agreement shall supersede any rules, regulations, or practices of the Board, which shall be contrary to or inconsistent with the terms of this agreement.

ARTICLE XXX – NO STRIKE

The Association shall not authorize, sanction, condone, engage in or acquiesce in any strike as defined in §447.203 (6), 447.501 (2) (e), and 447.505, *Florida Statutes*. "Strike" means the concerted failure to report for duty, the concerted absence of employees from their positions, the concerted stoppage of work, the concerted submission of resignations, the concerted abstinence in whole or in part by any group of employees from the full and faithful performance of the duties of employment with a public employer for the purpose of inducing, influencing, condoning or coercing a change in the terms and conditions of employment or participating in a deliberate and concerted course of conduct which adversely affects the services of the public employer, the

concerted failure to report for work after the expiration of collective bargaining agreement, and picketing in furtherance of a work stoppage.

ARTICLE XXXI – BOARD'S RIGHTS

The Board has the right to determine the purpose of its constituent agencies, set standards of service to be offered to the public, and exercise control and discretion over its organization and operations.

The Board may direct its employees, take disciplinary action for just cause, and relieve its employees from duty because of lack of work, or other legitimate reasons, provided, however, that the exercise of such rights shall not preclude employees or their Association from raising grievances, should decisions on the above matters have the practical consequences of violating the terms and conditions of any collective bargaining agreement in force.

ARTICLE XXXII – CHARTER SCHOOLS

A. Notification to Polk Education Association

1. When the Polk County School Board receives an application for a charter school, the PEA will: Receive a copy of the application within ten (10) working days, or a mutually agreed upon extended time frame, and notify the Polk County School Board's bargaining agent of any possible impact of the proposed charter school on wages, hours, and the terms and conditions of employment of the bargaining unit members it represents.

B. Voting Procedures for Conversion of an Existing School

1. Pursuant to §1002.33(3)(b), *Florida Statutes* an application to convert an existing public school to a charter school must demonstrate the support of at least 50 percent of the teachers employed at the school. To the extent allowed by law, balloting to demonstrate such support shall be done by secret ballot, provide for adequate notification (no less than 24 hours) to all eligible teachers, provide a process which is clearly explained prior to the actual vote, and provide for votes to be counted by an impartial committee whose make-up shall be disclosed to the School Board as part of the application review process.
2. Pursuant to §1002.33(3)(b), *Florida Statutes* an application to convert an existing public school to a charter school must also demonstrate the support of at least 50 percent of the parents voting whose children are enrolled at the school, provided that a majority of the parents eligible to vote participate in the ballot process. To the extent allowed by law, balloting to demonstrate such support shall be done by secret ballot, provide for adequate notification of all eligible parents, provide a process which is clearly explained prior to the actual vote, and provide for votes to be counted by an impartial committee whose make-up shall be disclosed to the School Board as part of the application review process.

ARTICLE XXXIII - CONTRACT TERM

The terms and conditions of this contract shall become effective as of July 1, 2013. Any and all grievances, which may be filed during the term of this contract, will be settled on the basis of the procedure and remedies as set forth in this Collective Bargaining Agreement.

In the event that the legislature imposes action affecting a section(s) of this agreement between the Board and the Association, the Board and the Association shall meet in negotiations to resolve any conflicts created by such imposed acts.

This Collective Bargaining Agreement shall remain in full force and effect through June 30, 2016 unless agreement is reached before that date. The parties agree that negotiations will continue on an ongoing basis in a collaborative, interest based approach to resolve problems, with salaries negotiated as agreed upon.

This Agreement shall not be extended orally.

POLK EDUCATION ASSOCIATION, INC.

THE SCHOOL BOARD OF POLK COUNTY, FL

By _____
President

By _____
School Board Chairman

By _____
Superintendent

By _____
Director, Employee Relations

Date Recvd/Association _____

No: _____

Date File/Association _____

Step: _____

Rec'vd By: _____

Filed By: _____

**APPENDIX A
OFFICIAL GRIEVANCE FORM**

Name _____ School _____

Address _____ Assignment _____

Home Phone: _____ School Phone: _____

Date of Incident _____

Relevant Article(s) _____

Of Contract - Policy

Statement of Grievance: _____

Relief Sought: _____

Signature of Grievant _____

Date _____

Disposition: _____

Signature of Supervisor _____

Date _____

Date Received _____ By _____

Date Received _____ By _____

Copies to: Grievant - Association - Supervisor

APPENDIX B – TEACHER TRANSFER REQUEST FORM

Please note: This request must be completed and submitted via email to transfers@polk-fl.net to be reviewed and cleared by the Human Resources Services Certification & NCLB Department before transfer.

Request for Transfer for the school year: (This request is valid for one school year only)		Current School Year:	
Name:		SAP:	
Street Address:		City:	Zip:
E-Mail Address:		Contact Phone #:	
Current School:		Current Teaching Assignment (Subject/s):	
Current School Phone #:		Current Grade Level:	
Requested Teaching Assignment (Subject/s):		Grade Level/s:	
(1) School:	Position:	Est. Miles:	
(2) School:	Position:	Est. Miles:	
(3) School:	Position:	Est. Miles:	
Reason for Transfer/Change of Assignment Request:			
Contract Status: (Check One)	<input type="checkbox"/> PSC/CC	<input type="checkbox"/> Annual	<input type="checkbox"/> Probationary
Are you a teacher in an area deemed core content for the purpose of NCLB? (Core Content = math, science, social science, English, elementary education)(Check one) Comment:		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, are you in compliance with the Highly Qualified Requirement? (Check one) Comment:		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Based upon your most recent teacher assessment, did you receive a notice of Satisfactory Performance or above? (Check one) Comment:		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If No, are you currently working to satisfy a Professional Development Plan? (Check one) Comment:		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signature:		Date:	
Are you in compliance with your ESOL Plan of Study? (Check one) If No, where are you in the process?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Does Not Apply
Are you in compliance with your Reading Plan of Study? (Check one) If No, where are you in the process?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Does Not Apply

Forms will be reviewed within 72 business hours following receipt of completed original signed document in Certification office. Changes and new requests will require new forms.

APPENDIX C

TEACHER SALARY SCHEDULE (196 Days)

For the 2014-2015 school year employees deemed eligible, including psychologists, will advance one year of experience on the salary schedule.

Employees hired prior to July 1, 2011 will receive the base pay listed in this schedule. Employees hired on or after July 1, 2011 will receive the Level I Bachelor's pay as their base pay. Additional pay for advanced degrees will be paid as a supplement.

Years of Experience prior to 2014-2015	Level I	Level II	Level III A	Level III B	Level III C	Level IV
0	\$40,000	\$42,181	\$42,206	\$42,839	\$42,899	\$43,220
1	\$40,100	\$42,281	\$42,306	\$42,939	\$42,999	\$43,320
2	\$40,200	\$42,381	\$42,406	\$43,039	\$43,099	\$43,420
3	\$40,300	\$42,481	\$42,506	\$43,139	\$43,199	\$43,520
4	\$40,600	\$42,781	\$42,806	\$43,439	\$43,499	\$43,820
5	\$41,200	\$43,381	\$43,406	\$44,039	\$44,099	\$44,420
6	\$41,800	\$43,981	\$44,006	\$44,639	\$44,699	\$45,020
7	\$42,500	\$44,681	\$44,706	\$45,339	\$45,399	\$45,720
8	\$43,000	\$45,181	\$45,206	\$45,839	\$45,899	\$46,220
9	\$43,600	\$45,781	\$45,806	\$46,439	\$46,499	\$46,820
10	\$44,200	\$46,381	\$46,406	\$47,039	\$47,099	\$47,420
11	\$44,800	\$46,981	\$47,006	\$47,639	\$47,699	\$48,020
12	\$45,400	\$47,581	\$47,606	\$48,239	\$48,299	\$48,620
13	\$46,000	\$48,181	\$48,206	\$48,839	\$48,899	\$49,220
14	\$46,600	\$48,781	\$48,806	\$49,439	\$49,499	\$49,820
15	\$47,200	\$49,381	\$49,406	\$50,039	\$50,099	\$50,420
16	\$47,800	\$49,981	\$50,006	\$50,639	\$50,699	\$51,020
17	\$48,400	\$50,581	\$50,606	\$51,239	\$51,299	\$51,620
18	\$49,000	\$51,181	\$51,206	\$51,839	\$51,899	\$52,220
19	\$49,600	\$51,781	\$51,806	\$52,439	\$52,499	\$52,820
20	\$50,200	\$52,381	\$52,406	\$53,039	\$53,099	\$53,420
21	\$50,800	\$52,981	\$53,006	\$53,639	\$53,699	\$54,020
22	\$52,100	\$54,281	\$54,306	\$54,939	\$54,999	\$55,320
23	\$53,300	\$55,481	\$55,506	\$56,139	\$56,199	\$56,520
24	\$54,600	\$56,781	\$56,806	\$57,439	\$57,499	\$57,820
25	\$57,300	\$59,481	\$59,506	\$60,139	\$60,199	\$60,520
26+	\$59,300	\$61,481	\$61,506	\$62,139	\$62,199	\$62,520

APPENDIX C – TEACHER SALARY SCHEDULE cont.

ADVANCED DEGREES

Level II (All Master’s Degrees): Adds \$2,181 to a Level I Bachelor's Degree.

Level III (Specialist Degrees):

- A. Master's Degree (in Administration) + Specialist/IA/I (in Administration) –
Adds \$2,206 to a Level I Bachelor's Degree.
- B. Master's Degree (in field of certification) + Specialist/IA/I (in Administration) –
Adds \$2,839 to a Level I Bachelor's Degree.
- C. Master's Degree (in field of certification) + Specialist/IA/I (in field of
certification) –
Adds \$2,899 to a Level I Bachelor's Degree.

Level IV (All Doctorate Degrees): Adds \$3,220 to a Level I Bachelor's Degree.

**PSYCHOLOGIST SALARY SCHEDULE
(216-day Work Schedule)**

Years of Experience 0 is based on Years of Experience 12, Teacher Salary Schedule

Years of Experience as Psychologist Prior to 2014-2015	Level II (MA plus Intern or Previous Experience)
0	\$52,436
1	\$53,097
2	\$53,759
3	\$54,420
4	\$55,081
5	\$55,742
6	\$56,404
7	\$57,065
8	\$57,726
9	\$58,387
10	\$59,820
11	\$61,142
12	\$62,575
13	\$65,550
14+	\$67,755

**OCCUPATIONAL THERAPIST AND PHYSICAL THERAPIST
SALARY SCHEDULE (196-day Work Schedule)**

Level	
0	\$46,280
1	\$47,180
2	\$48,080
3	\$48,980
4	\$49,880
5	\$50,780
6	\$51,680
7	\$52,580
8	\$53,480
9	\$54,380
10	\$55,280
11	\$56,180
12	\$57,080
13	\$57,980
14	\$58,880
15	\$59,780
16	\$60,680
17	\$61,580
18	\$62,480
19	\$63,380
20	\$64,280
21	\$65,180
22	\$66,080
23	\$66,980

NATIONAL BOARD CERTIFICATION

Teachers with National Board Certification will be guaranteed a supplement from the State. If the State funding of this supplement falls below \$1,000.00 the Board will make up the difference up to a \$1,000.00 maximum. If the State funding is unexpectedly withdrawn or withheld, the parties agree to reopen discussion on this issue.

TEACHER OF THE YEAR

\$15,750.00 will be set aside to reward the Area Finalists, Overall Runner-Up, and the Winner of the Teacher of the Year for their performance.

SPEECH/LANGUAGE PATHOLOGIST SUPPLEMENT

Bachelor of Arts (grandfathered)	\$1,045
Master of Arts	\$262
Master of Arts w/Certificate of Clinical Competency	\$5,227

Speech/Language Pathologists with a Certificate of Clinical Competency are given a supplement from IDEA funds. If IDEA funds are not available for this purpose, the Polk County School Board will make up the difference up to \$1,000 maximum.

SECONDARY GUIDANCE COUNSELORS

Secondary Guidance Counselors shall receive 1/196 additional salary for up to 20 days based on the 196-day Teacher Salary Schedule.

APPENDIX D

2014-2015 SUPPLEMENTAL SALARY SCHEDULE

Supplements will be paid only after all services relative to the supplement are completed. In instances where a checklist is required, supplements will be paid only after satisfactory completion of the checklist items.

Any school using someone other than a teacher to fill any position listed in this Appendix, shall receive only an amount equal to the listed supplements in the Teacher Collective Bargaining Agreement. If additional funding is needed to comply with the federal wage and hour guidelines, the amount will be paid from the school's internal accounts.

All supplements are payment for duties performed beyond the regular workday, except in the case of In-School Suspension Monitors and longevity. In-school suspension teacher/monitor \$1,766.

In the Senior High no one will be paid more than three (3) supplements for student extracurricular activities except by special permission of the Regional Assistant Superintendent.

No person shall be assigned to two (2) or more coaching positions that would require their service during the same time period except when someone is assigned to coach both boys and girls golf or cross country.

Any athletic activity that does not meet the required number of games/matches or participants the supplement will be adjusted by the District Senior Coordinator of Athletics, Physical Education, and Driver Education.

An athletic supplement is for the period of time between the first official day of practice and the time that a coach's team is eliminated in the FHSAA state championship series.

Teachers assigned by the principal/supervisor as the designated mentor for new hires will be paid a supplement of \$362 per assigned teacher. (Note: Additional teachers mentoring teachers deemed to be in need of assistance will be paid at the Adult School rate (see Appendix E) for the number of hours agreed upon by the principal and the mentoring teacher.)

ATHLETIC COACHING SUPPLEMENTS

	Supplement
Athletic Director (All Class)	\$4,100
Business Manager	1,766

HEAD COACHES

Head Football (85/15 Payment)	3,974
Head Basketball (Boys/Girls)	2,055
Head Baseball	2,426
Head Softball	2,426
Head Track (Boys/Girls)	2,055
Head Volleyball	2,055
Head Soccer (Boys/Girls)	2,055
Head Wrestling	2,055

Head Swimming (Boys/Girls)	1,573
Head Competitive Cheerleading (Effective 7/1/2010)	750
Head Spirit Cheerleading - Fall	1,279
Head Spirit Cheerleading - Winter	1,279
Head Golf (Boys/Girls)	1,279
Head Tennis (Boys/Girls)	1,279
Head Cross Country (Boys/Girls)	1,279
Head Weightlifting (Boys/Girls)	1,279

ASSISTANT HEAD COACHES

Head Assistant Football 85/15 (One per school)	2,563
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ASSISTANT COACHES

Assistant Football (85/15 Payment)	2,187
Assistant Basketball (Boys/Girls)	1,649
Assistant Track (Boys/Girls)	1,360
Assistant Baseball	1,360
Assistant Softball	1,360
Assistant Volleyball	1,360
Assistant Wrestling	1,259
Assistant Spirit Cheerleading - Fall/Winter	726
Assistant Soccer (Boys/Girls)	1,045

JUNIOR VARSITY COACHES

J.V. Basketball (Boys/Girls)	1,045
J.V. Baseball	1,045
J.V. Softball	1,045
J.V. Soccer (Boys/Girls)	1,045
J.V. Spirit Cheerleading - Fall/Winter	726
J.V. Volleyball	1,045
J.V. Wrestling	1,045

OTHER ATHLETIC SUPPLEMENTS

First Responder/Certified Trainer	1,385
Weight Training	1,492
Intramurals (No Sports)	969
Business Manager	1,766
Gym Coordinator	584
Bowling	1,279

(1) In order for a school to have an Athletic Director, the school must field a minimum of four (4) sports teams each sports season. The Athletic Director may not receive an additional supplement for being head football coach. A person who assumes both the position of Athletic Director and Business Manager may not coach a sport in any capacity. The principal may request permission from the District Senior Coordinator of Athletics, Physical Education, and Driver Education to employ one of the above listed head coaches, with the exception of the head football coach, on a year to year basis. The

District Senior Coordinator of Athletics, Physical Education, and Driver Education will evaluate the job performance of both positions before approving for another year.

(2) All schools shall receive seven (7) assistant football coaches (Includes Head Assistant Coach).

(3) All fall varsity head coaches, authorized assistant coaches, band directors and authorized associate/assistant band directors reporting for duty or the first authorized practice shall receive \$51.00 per day provided students are in attendance, for pre-school duty to be included with their supplement payment. This is defined as being before the first day of pre-planning as established in the school calendar.

(4) Orchestra Director - Directors of both Middle and Senior high school programs to receive senior high supplement plus \$218 for middle school because of the two being concurrent. Director of two high school programs to receive current high school supplement plus \$442.

(5) Choral Director - Choral directors serving both Middle and Senior High Schools and completing the responsibilities for performance-oriented activities should receive the senior high supplement plus \$218 since they are concurrent. Choral directors serving two high school programs should receive the high school supplement plus \$442.

(6) Effective 7/1/2010, Competitive Cheerleading Head Coach - Competitive Cheerleading Head Coaches must compete in a minimum of two (2) competitions in addition to the FHSAA state series events.

SENIOR HIGH SCHOOL SUPPLEMENTS

Deans	1,766
(4) Band Directors - Marching	2,609
Band Directors - Concert	1,375
Band Directors-Non-Marching Harrison School for the Arts	2,055
Associate Band Director - Marching	1,360
Associate Band Director - Concert	680
Assistant Band Directors - Marching	1,228
Assistant Band Directors - Concert	614
(4) Orchestra Director	2,319
Girls Drill Team Sponsor (3) Fall	589
Girls Drill Team Sponsor (3) Winter	589
Yearbook Sponsor	589
Newspaper Sponsor	401
Drama Director (One act play, requires playbill 1 per year)	401
Drama Director (Main stage production or full musical production requires playbill, one per year)	1,127
Class Coordinator (11-12 grade)	401
(5) Choral Directors	1,507
Student Council Sponsors	771
Academic "A" Team Coach (1 per school)	1,523
Assistant Academic "A" Team Coach (1 per school)	1,015
National Honor Society	1,015
Community Service Coordinator	573
Chairpersons - Grades 9 thru 12 and Vocational Schools	1,015
Administration will designate departments throughout the school to be based on four (4) or more full-time teaching units which will include a chairperson for each department)	

OTHER SENIOR HIGH SCHOOL SUPPLEMENTS

District Wide Student Council Sponsor	771
Regional Science & Engineering Fair Coordinator (B.S. Degree - Maximum of 120 hours)	2,081
Regional Science & Engineering Fair Assistant Coordinator (Maximum of 50 hours)	863
Regional Science & Engineering Fair Assistant Coordinator (Maximum of 40 hours)	690
School Coordinator for District Science Fair	508
Head Teacher (away from campus - Alt. Ed, Etc.)	655
Scholastic Chess Team Coach	508
School Wide Shows	155
ESE Learning Center Special Olympics Coach	

	Fall	Spring
Participants 1-10	\$112	\$112
11-20	162	162
21 or more	213	213

Peer Teachers	863
Televised Instruction Facilitator	863
Federal and District Wide Specialist (Teacher Resource Specialist Trainer/TRST)	766
Safe & Drug Free Schools Contact Person	264
Science Labs	508

MIDDLE SCHOOL SUPPLEMENTS

Middle School Team Leader	761
Band Director (thru Grade 8)	1,548
(5) Choral Directors	807
(4) Orchestra Directors	969
Yearbook Sponsor	401
Academic "A" Team Coach (1 supplement per grade/per school for grades 6 thru 8)	761
Middle School Honor Society (Grades 6 - 8)	761
Drama (One act play, requires playbill, one per year)	173
Drama (Main stage production or full musical production, requires playbill)	573
Math Count (Grades 6, 7 or 8)	761
Middle School Intramural Coordinator	969
School Coordinator for District Science Fair	508
Scholastic Chess Team Coach	508
School Wide Shows	155

ELEMENTARY SCHOOL SUPPLEMENTS

Elementary Grade Level Chairperson - Grades PreK - 5 (grade 6 if Elementary) in elementary schools with 4 or more full time units including chairperson), include ESE, (Support Personnel)	761
Academic "E" Team Coach (1 supplement per grade/per school for grades 5 and 6 if Elementary)	761
School Coordinator for District Science Fair	508
Scholastic Chess Team Coach	508

School Wide Shows	155
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HARRISON SCHOOL OF THE ARTS

Theatre - Producer/Coordinator	2,258
Theatre - Acting Coach	2,258
Theatre - Technical Theatre Coach	2,258
Faculty Chairperson	376
Musical Theatre Teacher, Fall	401
Musical Theatre Teacher, Spring	401
Dance Coach (2)	2,258
Chamber Music Coordinator/Staff Accompanist	1,182
Art Gallery Coordinator	1,182

FINE ARTS SCHOOL SUPPLEMENTS (K-8 Fine Arts Schools)

As grades 6, 7, and 8 are added to Fine Arts Schools, supplements will be paid in a proportionate manner.

Band Director	1,548
Choral Director	969
Strings/Orchestra Director	969
Dance Instructors Coach (2)	807
Staff Accompanist/Music Coordinator	807
Theatre Coach - Acting (Main stage production of full musical production, one per year, requires playbill)	807
Theatre Coach - Technical (Main stage production of full musical production, one per year, requires playbill)	807
Theatre Coach (2) One time, one act play, requires playbill	173

VOCATIONAL TEACHER SUPPLEMENTS

Land Laboratory and FFA	3,141
Family & Consumer Sciences (FCCLA)	1,177
Vocational Club (CECF, DECA, FBLA, FFEA, HOSA, TSA, VICA (Vocational Industrial Clubs of America/SkillsUSA))	1,177
National Vocational-Technical Honor Society/ National Adult Education Honor Society	1,015

APPENDIX E

2012-2013

**EXTENDED LEARNING/SUMMER SCHOOL/
ADULT EDUCATION/PART TIME CAREER EDUCATION**

TEACHER SALARY SCHEDULE

Degree	Hourly Rate
Doctorate/Specialist	\$21.00
Master's	19.42
Bachelor's	18.09

APPENDIX F

PAY FOR POLK VIRTUAL SCHOOL TEACHERS

Pay per Semester (1/2 credit)

- Bachelor's degree: \$18.09 per hour for 7 hours for each student.
- Master's degree: \$19.42 per hour for 7 hours for each student.
- Specialist/Doctorate degree: \$21.00 per hour for 7 hours for each student.

For example, a teacher with a Bachelor's degree with twenty students would earn \$2,533 for the semester: ($\$18.09 \times 20 \text{ students} \times 7 \text{ hours} = \$2,533$)

Student Withdrawal

Teachers would be paid \$75.00 if a student withdraws from the class. Withdrawal should take place within the first three weeks of the class. Withdrawal after that time may occur only with permission of the Polk Virtual School Director, however, teachers will be paid the full amount outlined above.

APPENDIX G – GROUND RULES

1. Bargaining proposals, amendments or counter proposals pertaining to the Agreement which the Association or the Board desire to be negotiated shall be submitted in writing by each party.
2. The Superintendent or his representative, and the bargaining agent, or its representative, shall meet at reasonable times for the purpose of negotiating and seeking agreement. All sessions shall commence at the agreed upon time.
3. The most recent Collective Bargaining Agreement, as amended, will be used by both parties as a point of reference for deletions, amendments and all other changes.
4. Throughout negotiations, all tentative agreements shall be signed by a representative designated by each party. By mutual agreement a tentative agreement may be reopened for negotiation.
5. Only members of the respective teams are allowed to speak during the sessions. An exception shall occur only when the Board and/or the Association informs the other party prior to the meeting in which their consultant shall speak. The expense of such consultants shall be borne by the party requesting them.
6. Questions from observers shall be allowed only at the end of each session. Neither party will tolerate any harassment from observers during sessions.
7. Bargaining meetings shall be scheduled as frequently as necessary to expedite arriving at total agreement on items under consideration. The representatives of both parties shall conduct negotiations professionally and in good faith. Both parties agree to submit to mediation prior to declaring impasse.
8. The Association and the Superintendent will determine the formula and method to be used in costing out salary and supplementary salary schedules.
9. The negotiations team has a responsibility to look at the interpretation of data and apply it appropriately. The Board shall provide release time for the Association's negotiators when both parties agree that it is necessary to conduct sessions during scheduled hours of work.
10. When the negotiating teams reach tentative agreement on all items under negotiations, the proposed and tentative agreement shall be written and submitted to the Board and the Association for ratification with a favorable recommendation from the negotiating teams. Upon receipt of notice of ratification by the Association, the Board shall take action on ratification at their next meeting. If both parties ratify the agreement, then the parties shall sign two (2) copies of the final decision (one copy for the Board and one copy for the Association). If either party shall refuse to ratify the agreement reached by the negotiating teams, the party shall make a written statement to the other party as to their reasons. Said notification shall result in prompt resumption of negotiations, which lead to settlement or impasse procedures.
11. Proposals remain on the action item agenda to be addressed at the next bargaining session until tentatively agreed upon or mutually dropped.
12. All three teams will meet together to discuss salary and insurance issues.
13. The opportunity for all to speak freely and honestly about any issue; to ask questions freely and openly; to make a conscious effort to be employee and system-oriented, directed toward constancy of purpose; to encourage each other; using effective criticism and offering praise for the courage to try; to keep a positive outlook, maintaining high expectations; and to provide patience and consideration to each team member.

14. All decisions on bargaining agenda items will be decided upon only in bargaining team meetings.

APPENDIX H

SICK LEAVE BUY BACK

Any teacher with thirty (30) or more sick leave days accrued at the end of the 2009-2010 school year and who notifies the District in writing by May 1, 2010 on the appropriate form may cash in any or all sick days over a minimum accrual of four (4) days earned but not used during the 2010-2011 school year. For example, a teacher who is eligible and has a balance of ten (10) sick days at the end of the 2010-2011 school year may choose to cash in one or more of the six (6) days over the four (4) day minimum accrual. Payment will be made at the beginning of the 2011-2012 school year and will be calculated on a daily rate pursuant to section 22.12 of this collective bargaining agreement. This provision is for the 2010-2011 school year only.

JROTC ACQUIRING PROFESSIONAL SERVICE CONTRACT

Agreement to adopt the proposed Certification Requirements for ROTC Instructors. This procedure will allow ROTC Instructors a method for acquiring a District Professional Certificate. Certification for ROTC will be voluntary. Instructors who choose not to certify will remain on Annual Contract. Those who meet the requirements for the District Professional Certificate may be recommended for a Professional Service Contract. Effective date of this provision is the 2001-2002 school year.

To assure that Polk County School's certification of ROTC meets the intent and purpose defined by the legislature, the following are proposed for issuance of the District Professional Certificate with the ROTC coverage.

- 1.) Completion of an application for District Certification to include a fee for processing.
- 2.) To assure the teacher possesses the appropriate skills in reading, writing, and mathematics, a passing score on all four parts of the General Knowledge test will be required.
- 3.) The criteria established in statute for employment of instructor of Junior Reserve Officer Training, §1012.55(4) will assure the instructor possesses the appropriate skills in pedagogical knowledge and subject matter competence.
- 4.) Beginning July 1, 2002, new ROTC instructors will be required to demonstrate Professional Education Competencies to assure an acceptable level of professional performance.
- 5.) Three years of successful teaching in an ROTC program.
- 6.) To assure the teacher possesses the appropriate technological skills, a 3 semester hour course in technology must be completed.

Renewal

To renew the five-year District Professional Certificate, a total of six semester hours or 120 in-service points earned during the validity period of the certificate to be renewed will be required. The renewal will require completion of an application and fee.

Certification for ROTC instructors will be voluntary. Instructors who choose not to certify will remain on Annual Contract. Those who meet the requirements for the District Professional Certificate may be recommended for Professional Service Contract.

APPENDIX I

OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS

Occupational Therapists (OTs) and Physical Therapists (PTs) have some unique circumstances which differ from other members of the bargaining unit. This Appendix addresses these unique circumstances for OTs and PTs only. All sections of this Collective Bargaining Agreement (CBA) apply to OTs and PTs unless in conflict and specifically addressed in this Appendix.

1. Sick leave used for personal reasons may be used immediately before or after a holiday.
2. Sick leave may be used in increments of one hour units.
3. The work week for OTs and PTs is forty (40) hours per week. OTs and PTs will develop their own schedules to best meet the needs of their assigned caseload. Time and attendance will be documented through their time sheets. Flexible scheduling of time with no split shifts shall be allowed. Flexible scheduling may be utilized to accommodate meetings and medical appointments. If a conflict or discrepancy occurs with a student or school schedule, the principal or designee, in collaboration with all parties involved, will meet and resolve the issue.
4. The District will maintain access for OTs and PTs to receive Continuing Education Units (CEUs) without charge. Appropriate training for OTs and PTs who need workshops or in-service training hours for maintenance of their license shall be sufficient in quantity for renewal. The District shall provide such training by becoming an approved Florida provider of continuing education for OTs and PTs, or, shall partner with an approved continuing education provider which shall offer appropriate content to OTs and PTs without cost, or, shall reimburse OTs and PTs for the cost of such training, or, some combination thereof. OTs/PTs shall be allowed to attend the *Working with Experts* trainings at the closest location with no limitation on the number who can attend. If a student has a specific need, alternative coverage will be found.
5. Summer Employment Selection – When OT and/or PT services are offered to students during ESE Summer Extended School Year (ESY), current District employees shall have the right of first refusal. All Polk County District OTs and PTs shall be notified and have five (5) contract days to notify the District of their interest. Only if all District OTs and PTs refuse the additional work may the District use contracted employees. If more District OTs or PTs are interested than there are positions available, the available positions will be filled by a lottery drawing. The lottery shall eliminate the OT or PT that filled the positions the previous summer, unless there are not enough internal OTs or PTs to fill the existing positions. The lottery will be witnessed by the PEA President or designee.

APPENDIX I (cont.)

OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS

6. **Summer Employment Compensation** – An employee selected for ESE Summer Extended School Year shall receive their hourly rate of pay.
7. **Evaluation Process** –OTs and PTs will be evaluated using the forms and processes approved by the FDOE in April 2014. These forms and processes would remain in place until a new evaluation system is jointly developed with PEA.
8. **Initial Placement on Salary Schedule** – Current OTs and PTs initial placement on the salary schedule at the beginning of the 2014-2015 school year will be at the Step that is equal to their current salary. If the current salary does not match a step, the employee will be placed at the next highest step. Any raises negotiated for 2014-2015 shall be in addition to this initial placement.
 - a. Any employee who is earning more than the highest step on the salary schedule shall be an outlier and maintain his/her current salary. Any raises negotiated for any years while being an outlier shall be determined separately with a goal of increasing pay while allowing the employee to move closer to being on the salary schedule. The District shall provide a list of all outliers to the Association annually. A mechanism for the placement of employees deemed to be outliers will be discussed as a regular part of the collective bargaining process annually.
9. **Licensure** – Licensed OTs and PTs whose licensure is based upon a Bachelor's Degree will be treated the same in all respects, including salary, as OTs and PTs whose licensure is based upon a Master's Degree.
10. **Experience Credit for New Employees** – Newly hired employees may receive credit for up to twenty (20) years of documented work experience as a licensed OT or PT. The newly hired employee shall be moved one (1) step on the salary schedule for each two (2) years of documented full time experience. Credit shall be granted retroactively to the newly hired employee's initial employment date if documentation is provided to the Human Resource Services Division Personnel Department within the first 90 contract days.

APPENDIX J

COMMITTEE TO ADDRESS SECONDARY ISSUES AND CONCERNS

The reduction in the State's per pupil funding has caused the District to require secondary teachers to be assigned to regularly teach six out of seven periods in high schools and seven out of eight periods in middle schools. This change in schedules created an additional work load for secondary teachers. The change in the schedule along with implementation of other additional requirements in the secondary schools has caused some concerns and issues to be raised both by teachers and District administrators. The School Board and the Association desire to improve the work life of teachers. We have an express commitment to address these issues and agree to identify and implement practical and workable solutions through the following process:

- Establish an ad hoc subcommittee consisting of sixteen people representative across both the high school and middle school spectrum. Eight members will be appointed by the PEA President and eight will be appointed by the Superintendent. This step will be completed by March 1st. The subcommittee shall be tasked with using data to bring focus for identifying and quantifying the concerns and issues of secondary teachers created by teaching the additional period and the implementation of other additional requirements. Committee members should seek practical and workable solutions which provide a better work life for teachers and better serve students.
- The District and the Association agree to jointly hold at least two "town hall" style meetings to solicit input from secondary teachers by March 1, 2010. This initial information will be shared with the subcommittee members and the subcommittee will then develop a plan to collect additional data through surveys, direct solicitations from constituents, and/or requesting additional "town hall" style meetings be held.
- The subcommittee will hold at least two meetings by April 15, 2010 to determine its scope of work and create a timeline for completion to be shared with the bargaining teams. The subcommittee should plan to complete its work no later than August 1, 2010.
- As issues and concerns are identified, the subcommittee will look for flexibility within various requirements and seek alternative ways of meeting the needs of students that will create a change to alleviate the issue or concern. As practical and workable solutions are identified, they will be submitted jointly to the Superintendent and the PEA President for review and determination as to the appropriate subsequent action. One such action could be submission to the bargaining teams as the basis to reach further tentative agreements. If no solution is identified or agreed upon by the subcommittee, the issue or concern will also be forwarded to the Superintendent and the PEA President for further discussion. The Superintendent and the President will meet prior to the start of the 2010-2011 school year to review the work of the subcommittee and determine whether additional work remains to be completed.

The Board and the Association both desire to continue improving the culture of cooperation at both the District level and the school level. Both the Board and the Association are committed that any problems or concerns will be identified and that workable solutions that improve the work life of teachers will be identified and implemented.

APPENDIX K
HEALTH INSURANCE PLAN BENEFITS SCHEDULE
EFFECTIVE JANUARY 1, 2015 - DECEMBER 31, 2015

	PCSB Health Plan	
	In-network/ YOU PAY	Out-of-network/YOU PAY
Calendar Year Deductible (CYD) - Individual/Family	\$750/\$1500	\$1500/\$3000
Calendar Year Max Out of Pocket - Individual/Family	\$5,000/\$9,000	Unlimited
Family Physician Office Visit (includes General Practice, Family Practice, Internal Medicine & Pediatrics)	\$40 Copay	CYD + 40% Coinsurance
Specialist Physician Office Visit (includes all other physician specialties including mental health professionals)	\$40 Copay	CYD + 40% Coinsurance
Office Visit Co-Pays	Do not accumulate as part of the deductible (CYD), but they do accumulate as part of the Out-Of-Pocket maximum for the Calendar Year.	
Premium for Employee	\$0 – Monthly	
Premium for Spouse	\$423 – Monthly	
1 Child Premium	\$95 – Monthly	
2 Children Premium	\$190 – Monthly	
3+ Children Premium	\$215 - Monthly	
2 Employee Families	The CYD and the maximum out-of-pocket will be treated as a family.	
Hospital Services Inpatient or Outpatient	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance
Emergency Room	CYD + 20% Coinsurance	CYD + 20% Coinsurance
Urgent Care	\$40 Copay	CYD + 40% Coinsurance
Outpatient Surgery Ambulatory Surgical Center Facility Services	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Hospital Facility Services	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance

Prenatal Office Visit Services (Inpatient Services are covered like any other hospital stay)	(Due at initial visit only) \$40	(Due at initial visit only) CYD + 40% Coinsurance
Outpatient Therapy (includes Cardiac, Occupational, Physical, Speech & Massage Therapies and Chiropractic Visits)	Option 1 - CYD +20% Coinsurance Option 2 - CYD + 25% Coinsurance	CYD + 40% Coinsurance
Benefit Period Maximum	35 Visits (includes up to 26 Spinal Manipulations)	35 Visits (includes up to 26 Spinal Manipulations)
Independent Clinical Lab (outside the office visit setting)	CYD	CYD + 40% Coinsurance
Independent Diagnostic Testing Facility (IDTF) (includes physician services) Advanced Imaging (MRI, MRA, PET, CT, Nuclear medicine)	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Routine Preventive Health & Screening Services (includes well-woman exam) Family Physician/PCP or Specialist	No Maximum \$0 (NO DEDUCTIBLE)	No Maximum 40% Coinsurance (NO DEDUCTIBLE)
Preventative or Diagnostic Mammogram	\$0	\$0
Mental Health & Substance Abuse Inpatient/Outpatient	CYD + 20% Coinsurance	CYD + 40% Coinsurance
Provider Services at Hospital and ER	CYD + 20% Coinsurance	CYD + 20% Coinsurance
Skilled Nursing Facility	CYD + 20% Coinsurance Limited to 60 days per Benefit Period	CYD + 40% Coinsurance Limited to 60 days per Benefit Period
Weight Management Pilot Program*	CYD + 20% Coinsurance (Limited Participation)*	Not Covered
Florida Blue Clinic Winter Haven	\$20 Copay each visit (Effective when a second clinic is operational or January 1, 2015, whichever is later.)	
Definitions		
CYD	Calendar Year Deductible	
Co-Insurance	The percentage the insured will pay for an allowed charge for a service provided by a healthcare provider after satisfying any copayment or deductible.	

A complete description of benefits and exclusions is contained in the Summary Plan Description. The benefits and exclusions in the Summary Plan Description document may only be changed through mutual agreement of the Board and the Association.

***Details can be found in the Annual Employee Benefits Guide**

Plan Enhancements for 2015

- **Provide Work-site based Health Services through at least two (2) Mobile Clinics.**
- **Open a second PCSB Employee Health Clinic in Lakeland.**
- **Continue PCSB Weight Management Pilot Program, expanding surgical option participation by 40 additional employees for a total cohort of 60 by December 31, 2015.**
- **All employees who access a PCSB mobile clinic, stationary clinic, or wellness program shall complete an annual Health Risk Assessment.**

APPENDIX L

INSTRUCTIONAL ASSISTANCE CONFERENCE GUIDELINES

1. The Instructional Assistance Conference is a professional conversation between the teacher and the principal to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains.
2. The conference should produce collaborative ideas for suggested actions to assist the teacher.
3. This type of collaborative professional activity is meant to be used with teachers who may need assistance in targeted areas.
4. Monitoring is informal; however, an initial meeting and an exit meeting are required.
5. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. One action step will be to name persons designated to assist the teacher as needed with the items noted on the Instructional Assistance Conference Form.

APPENDIX L (cont.)
POLK COUNTY SCHOOL DISTRICT
INSTRUCTIONAL ASSISTANCE CONFERENCE FORM

Name: _____ **Initial Meeting Date:** _____

School: _____ **School Year:** _____

Principal's Signature

Teacher's Signature

Specific Area(s) of Concern	Suggested Action(s)

Resource Person(s):

Name: _____ **Title:** _____

Name: _____ **Title:** _____

Name: _____ **Title:** _____

Name: _____ **Title:** _____

Exit Meeting Date: _____

Principal's Signature

Teacher's Signature

2013

APPENDIX M
ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER
EVALUATION AND LEARNING (Evaluation Manual)

Teacher Evaluation System

Polk County Public Schools

The Mission of Polk County Public Schools is to provide a high quality education for all students



**This Contract is negotiated on your behalf
by the Polk Education Association**

POLK EDUCATION ASSOCIATION MEMBERSHIP/PAYROLL DEDUCTION CARD

I authorize my employer, The Polk County School Board of Polk County Florida, to deduct the amount indicated and remit same as instructed by the Association. I understand that the deduction amount may change and consent to such change without the necessity of additional authorization. This authorization may be revoked with a thirty (30) day written notice to the Polk Education Association.

PLEASE PRINT

Name: _____ Soc. Sec. No. _____ - _____ - _____
(last) (first) (mi)

Address: _____ City: _____ Zip: _____

Home tel.: (____) _____ Home e-mail address: _____

Worksite: _____ Para _____ Teacher _____ Secretary/ESP _____

Monthly Deduction Amount: ____ \$25.38 Para ____ \$49.95 Teacher ____ \$25.38 Secretary/ESP

Method of Payment: ____ Payroll Deduction ____ Cash _____ D.O.B.: ____/____/____

Signature of Employee: _____ Date: _____

Local Association Representative: _____

AFT Local Number: 7454

NEA Local Number: Teachers (530), Paras (531), Secretaries (532)

Send by courier to PEA Office, Route E

POLK EDUCATION ASSOCIATION MEMBERSHIP/PAYROLL DEDUCTION CARD

I authorize my employer, The Polk County School Board of Polk County Florida, to deduct the amount indicated and remit same as instructed by the Association. I understand that the deduction amount may change and consent to such change without the necessity of additional authorization. This authorization may be revoked with a thirty (30) day written notice to the Polk Education Association.

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(last) (first) (mi)

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Worksite: _____ Para _____ Teacher _____ Secretary/ESP _____

Monthly Deduction Amount: ____ \$25.38 Para ____ \$49.95 Teacher ____ \$25.38 Secretary/ESP

Method of Payment: ____ Payroll Deduction ____ Cash _____ D.O.B.: ____/____/____

Signature of Employee: _____ Date: _____

Local Association Representative: _____

AFT Local Number: 7454

NEA Local Number: Teachers (530), Paras (531), Secretaries (532)

Send by courier to PEA Office, Route E

2013-14

Appendix M

ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER
EVALUATION AND LEARNING (Evaluation Manual)

Teacher Evaluation System

Polk County Public Schools

The Mission of Polk County Public Schools is to provide a high quality education for all students

Polk County Public Schools
School Board Approval
4/28/2015



Polk County Public Schools

Teacher Evaluation System

2013-2014

Final Approval by the Florida Department of Education _____

“Enhancing Student Achievement through Teacher Evaluation and Learning”

~~John Stewart, Ed. D.~~ **Kathryn LeRoy, _____ Superintendent of Schools**

SCHOOL BOARD MEMBERS

District 1 - Hunt Berryman

District 2 - Lori Cunningham

District 3 - Hazel Sellers

District 4 - Dick Mullenax

District 5 - Kay Fields District

6 - Debra Wright District

7 - Tim Harris

~~David Lewis, Associate Superintendent, Learning~~

Cheryl Joe, Director, Professional Development

Conditional FLDOE Approval June 2011

Revised September 2011

Revised February 2012

Revised April 2013

Revised June 2014

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DRAFT

Mission Statement of the School Board of Polk County

The Mission of the School Board of Polk County to provide a high quality education for all students.

Core Values - Polk County Public Schools

Collaboration, Teamwork, and Accountability

We will work as a team to ensure student graduation basing all decisions on relevant and accurate information.

Ethics, Integrity, Commitment, and Dedication

We will hold ourselves to the highest ethical standards, acting with honesty and integrity, dedicated to exemplary work.

Service

We will model servant leadership that inspires trust and loyalty, embraces equality, builds confidence, and responds to the needs of others.

Dignity and Respect

We will ensure a positive work environment in which all people are treated with dignity and respect.

Safe and Orderly

We will maintain a safe and orderly environment, with everyone on task at all times.

Learning, Improvement, High Quality, and Excellence

We will foster a culture of continuous learning and personal development for all, recognizing and celebrating excellence, achievement, creativity, and diversity.

Acknowledgement

We wish to thank all advisory committee members for their contribution toward bringing the district's teacher evaluation system into alignment with Florida Statutes and the requirements described in the 2010 Florida Race to the Top Memo of Understanding. Members are commended for designing a system that focuses on enhancing the quality of teacher performance and professional learning and on the enhancement of student achievement in the district as both relate to the district's Mission, Strategic Plan Goals, and individual School Improvement Plan Goals. The members of the Teacher Evaluation Advisory Committee are listed below.

District Office

Cheryl Joe - Professional Development Director

Jennifer Rouse - Professional Development

Martin Young – Human Capital Management Director

Britt Gross - Professional Development

Human Capital Management

School-Based Administrators

Art Martinez - Principal

~~Brett Butler – Principal~~

Chris Roberts - Principal

Donna Drisdorn - Principal

Tami Dawson - Principal

Carol Griffin - Assistant Principal

Sherry Wells - Principal

Teachers

Amanda McCallister* - Teacher

Branden Lane - Teacher

Carolyn Bryant - Teacher

Michelle Bobo - Teacher

Patricia Kilpatrick - Teacher

Polly Burkhardt* - Teacher

Tom Lentz* - Teacher

Polk Education Association*

Marianne Capozziello - President

Angela Dawson - Representative

Lee Littlefield - Representative

Preface

The Florida Legislature has enacted statutes in order to bring about the development of a teacher evaluation system that is focused on increasing student learning growth by improving the quality of instructional services. The integration of processes for school improvement, teacher evaluation, professional learning experiences, and data as evidence of student learning is more important than ever before. Emphasis is now being placed on collecting data pertaining to growth in student learning and data derived from demonstrated attributes and strategies related to evidence-based instructional practices. This focus has become more evident with development and adoption of the Florida Educator Accomplished Practices (2010), Florida's participation in the federal Race to the Top (RTTT) Grant, and the passage of the Student Success Act in March of 2011 by the Florida Legislature.

Focused communication between teachers and administrators that places an emphasis on student learning growth and the teacher's role in applying interventions based on his/her participation in professional learning activities that are directly related to contemporary research linking high probability strategies to student learning will be required. In order to meet these expectations, the Polk County School District has reviewed its existing teacher evaluation system and made changes consistent with this mental model and statutory requirements. This review was conducted by the Teacher Evaluation Advisory Committee that worked collaboratively to develop a system that will best meet the diverse needs of the teachers and support District Strategic Plan Goals within the parameters of Florida law. After a review of the existing evaluation system in relation to the expectations described in legislation, a system has been developed that measures teacher performance in relation to student achievement and the application of evidence-based, practices. This revised system will be implemented to ensure fairness, validity, and reliability within the limitations of resource infrastructure that currently exists. This system places emphasis on teacher professional learning as it relates to student learning. System components include processes for:

- Providing a closer linkage between teacher evaluation, student learning and school improvement
- Collecting student achievement and other data relevant to teacher effectiveness
- Creating a system that is based on what we learn from contemporary research about effective teaching strategies
- Planning for professional learning for all teachers

This document was prepared to inform all educators in Polk County about the expectations, processes, procedures, and forms that will be used in the district's teacher evaluation system.

Teacher Evaluation Philosophy

The primary purposes of teacher evaluation system processes are quality assurance (increasing student learning growth) and professional learning (improving the quality of instruction). Teacher evaluation should be a positive and ongoing process requiring considerable time, effort, and openness of both teachers and their administrators. The process should focus on student achievement by helping teachers become more effective in the application of high probability instructional strategies derived from contemporary educational research.

Positive outcomes from teacher evaluation processes are highly dependent upon building an environment characterized by open, honest, and respectful communication among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they must be expressed with an appropriate rationale and suggestions for improvement. It is essential that both teachers and administrators (operating from the perception of building collaborative relationships) view performance evaluation as a supportive process that will result in enhanced student growth and improved professional learning, performance, and morale.

Teacher evaluation is best viewed as a highly individualized experience - a personal journey, in which educators view themselves as professionals committed to continuous improvement. The district's teacher evaluation system was revised to be congruent with contemporary research on teacher effectiveness and redesigned to ensure that processes are consistent with expectations delineated by Florida statutes. This evaluation system addresses five key factors in multiple processes:

- The teacher
- The administrator
- Student performance data
- Timely and actionable feedback
- Organizational context

All are equally important toward implementing an evaluation system that 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. It is essential that decisions made related to pay, promotion, placement and employment status be based on a valid and reliable system that is closely monitored and adjusted toward that end throughout its implementation.

Conceptual Framework

~~In order to enhance the quality and equity of the district's teacher evaluation system and to bring the district closer to complying with requirements delineated in the Student Success Act of 2011 that amends several Florida Statutes (significant among them is 1012.34) and to meet additional related expectations pertaining to the Florida RTTT Memo of Understanding (MOU), a differentiated annual performance evaluation process has been developed for teachers. Teachers~~

are clustered into two broad categories, FCAT subject/grade level teachers and Non-FCAT subject/grade level teachers. By Florida Statute, the student performance component of these differentiated procedures will become effective August 15, 2011. Detailed information concerning the student performance component of these differentiated evaluation procedures that will be applied is described on pages 9–12 of this manual.

2011 – 2012 (ONLY): All Classroom Teachers

All classroom teachers' **Overall Annual Performance Evaluation Rating** is based on “points earned” related to the following elements:

Student Achievement Indicators based on three years of trend data from state assessment processes are applied related to Reading or Math as appropriate to the teacher's assignment. This data will come from the adopted and published Florida **student growth model** process as derived in the form of “trend data” based on 2011-2012, 2012-2013 and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

2012 – 2013 (ONLY) All Classroom Teachers FCAT/State Assessment Teachers

The **FCAT/State Assessment** teacher's **Overall Annual Performance Evaluation Rating** is based on “points earned” related to the following elements:

Student Achievement Indicators based on data from state assessment processes are applied related to Reading, ~~or~~ Math, or End of Course (EOC) exams as appropriate to the teacher's assignment. Specific lists of teachers will be provided by the FDOE. As the state adds more subjects/grades to the **state-wide assessment process**, impacted teachers will be added to the lists. This data will come from the adopted and published Florida **student growth model** process as derived in the form of “trend data” based on 2011-2012, 2012-2013, and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied

to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

All Non-FCAT Teachers - Type A

A **Non-FCAT A** teacher's **Overall Annual Performance Evaluation Rating** is based on "Points Earned" related to the following components:

The following procedures will be applied for **Non-FCAT A** teachers whose students participate in state assessment processes and for whom no district processes have been developed and implemented:

- 1.a Student performance is derived as a learning gain when students that are matched to the teacher show a learning gain in Reading or Math or EOC exams as derived from state assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process.

The following procedures will be applied for **Non-FCAT A** teachers **whose students do not participate in state assessment processes** and for whom **no** district assessment processes have been developed and implemented:

- 1b. The teacher will receive school wide or district wide data as appropriate to their school and teaching assignment. (see page 11)

The following procedures will be applied for alternative schools that deliver dropout prevention and academic intervention services and receive a school improvement rating in lieu of a school grade. Department of Juvenile Justice (DJJ) schools are not included as alternative schools and do not receive a school grade or a school improvement rating.

- 1c. The teacher will receive the district wide learning gains score for reading or math, which ever is higher. This will be applied to the teachers at these schools for the student learning growth portion of the teacher evaluation.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers are awarded points individually. A point values table related to learning gains derived from using data from state assessment processes pertaining to the students that the teacher teaches.

Demonstration of evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices are rated by the school administrator and combined with the teacher's **situational context** points as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points individually and make up **48% of a teacher's Overall Annual Performance Evaluation Rating.**

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 identifies ranges of point totals determining the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating.** Teachers rate themselves individually.

Note: The processes for Non-FCAT Teachers- Type A will be phased out starting in 2012-2013 and continuing as district end-of-course assessments are developed and implemented.

Non-FCAT Teachers- Type B (Not Applicable 2012 – 2013)

Determine a teacher's **Annual Overall Performance Evaluation Rating** based on "Points Earned" related to the following components:

The following procedures will be applied for Non-FCAT Subject/Grade Level Teachers **whose students do not participate in state assessment processes** and for whom district determined, administered, scored and reported assessment processes **have been developed and implemented:**

Student growth and/or achievement End-of-Course (EOC) data focused on learning gains in the content area being taught as derived from district-determined assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process. District determined, administered, scored and reported student assessments will be developed and implemented through the application of a phase-in process initiated in 2012-2013 and continuing through June 30, 2015. Assessment content "rules" and pre-/post-student assessment calendars will be applied as described in **Non-FCAT- Type A, 1b** on pages 11 -12.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers will be awarded points individually. A point values table related to learning gains derived from using growth and/or achievement data from district determined, administered, scored, and reported student assessments pertaining to the students that the teacher teaches has been developed and will be applied starting **August 15, 2012.**

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points

individually. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating.**

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating.** Teachers rate themselves individually.

2013 – 2014 (ONLY): All Classroom Teachers

All classroom teachers' Overall Annual Performance Evaluation Rating is based on "points earned" related to the following elements:

Student Achievement Indicators For the 2013-2014 school year only, student learning growth ratings for all teachers will be calculated from either student learning growth data provided by the Florida Department of Education (FDOE) based on students who take the Florida Comprehensive Assessment Test (FCAT) or proficiency and expectation data based on students who take an FDOE end of course exam (EOC) Florida DOE VAM data, Florida DOE student achievement (proficiency) data, AP or IB student achievement (proficiency) data, student achievement (proficiency) data from the Post-secondary Education Readiness Test (PERT), student learning gains as determined by comparing the 1st and 3rd FAIR testing data, learning gains as determined by the Test of Adult Basic Education (TABE) results, or learning gains as determined by the Comprehensive Adult Student Assessment System (CASAS) results. All student learning growth data will be calculated based on the teacher's student roster as determined by the roster verification process described in on page . Specific descriptions of the data sources and calculation methods used to determine the *Student Learning Growth* rating for a teacher based upon his or her instructional assignment can be found in the 2013-2014: Use of Student Assessment Data section on page 10. This element determines 50.3 % of the teacher's Overall Annual Performance Evaluation Rating. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's situational context as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up 48% of a teacher's Overall Annual Performance Evaluation Rating. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating. Teachers rate themselves individually.

System Highlights - Differentiated Classroom Teacher Evaluation Process Options

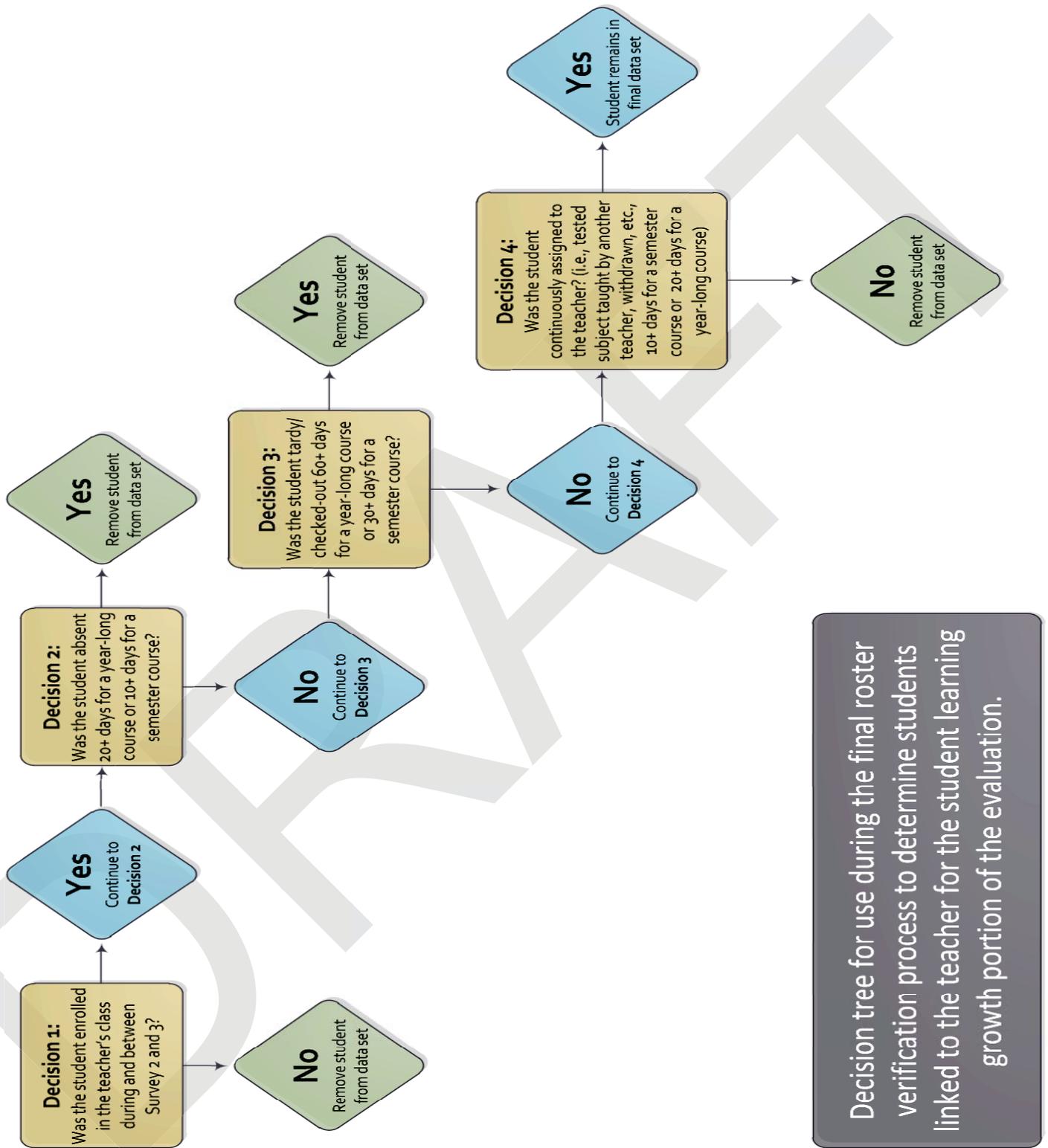
Type	Student Performance Data	Principal's Rating/Sit. Context	Third Metric: Self-Evaluation
All Classroom Teachers	FCAT and other state assessments applied to teachers as is appropriate to the teacher's students	Evidence-based practices linked to Florida Educator Accomplished Practices combined with a Situational Context element tied to classroom student demographic impact factors	Data from Self-Evaluation pertaining to evidence-based practices linked to Florida Educator Accomplished Practices
	Determined by student assessment data	Ratings determined by evaluator and situational context	Ratings determined by Self-Evaluation process
	50.3% of OAPER	48% of Annual OAPER	1.7% of OAPER
	All classroom teachers	All classroom teachers	All classroom teachers
	Determined individually based on student achievement data from the students assigned to the teacher	Determined individually based on performance tied to rubrics and combined with points earned related to situational context	Determined individually based on self-evaluation

Planned Use of Student Performance Assessment Data

Student performance data, derived from state, district, or teacher student assessment processes, will be used to determine the point values assigned to the teacher for use in determining the Student Achievement EPC rating and the Overall Annual Performance Evaluation rating. The Student Success Act of 2011 contains a provision that teacher's Annual Overall Performance Rating may be amended within 90 days of the original evaluation. For example, the current year's student assessment data might not be available by the 165th day of student contact, the deadline for completing a teacher's Overall Annual Performance Evaluation. The amendment process is being required by FDOE to be used in Polk. It is the state's expectation that three years of valid and reliable "trend data" be applied, including FCAT data which will not be provided until after teachers complete their work year, (when available and appropriate) for use as determined by the district. For each year the oldest of the three cumulative years will be dropped and the most recent available year's data will be added. The sections that follow describe the manner in which this issue will be addressed and the specified timeline for implementing the application of student performance data as a significant variable in the teacher evaluation process.

2012-2013 2013-2014: Use of Student Assessment Data

For the **2013-2014** school year, all teachers will earn points for the Student Achievement EPC element of the teacher evaluation system based on the following Roster Verification Decision-Tree:



Decision tree for use during the final roster verification process to determine students linked to the teacher for the student learning growth portion of the evaluation.

SPECIAL NOTE: All non-classroom instructional personnel will have the Student Learning Growth and OAPER scale for their unique evaluation system delineated on the position-specific evaluation forms included in [Appendix F](#).

Data Source Determinant Table

The table below identifies the source of data, by school and/or teacher group, used for the student learning growth portion of the evaluation.

School Type	Personnel Type	VPK Test	FCAT		State EOC	Application of Student Performance Data
			R	M		
Receives a School Grade	Pre-K	✓				<ul style="list-style-type: none"> Learning Gains from FLDOE Voluntary Pre-K Pre-Post Test
	K-3		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	4-12		✓	✓	✓	<ul style="list-style-type: none"> Will count as a LG if students linked to the teacher achieve a LG in either FCAT Reading, Math, or EOC (Level 3 or higher) If less than 15 students are linked to the teacher, then the % LG will default to School-wide FCAT Reading or Math % LG (Whichever is higher)
	Guidance Counselors		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	Media Specialists		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	Non-Classroom B		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
Receives an Improvement Rating or is Not Graded	Pre-K	✓				<ul style="list-style-type: none"> Learning Gains from FLDOE Voluntary Pre-K Pre-Post Test
	K-12		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Guidance Counselors		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Media Specialists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Non-Classroom B		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Social Workers		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
District-Wide and/or Multiple Locations	Non-Classroom A		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Psychologists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Social Workers		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Speech Language Pathologists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)

Student Learning Growth Points Scale – must be updated

Once the teachers have determined which students will count toward their calculated Student Learning Growth it will be translated into points from the scale below. This point value is entered into the Stage 2 evaluation worksheet to calculate the total points and final Overall Annual Performance Evaluation Rating.

Student Learning Growth		
Percentile Range		Points
0.00%	15.00%	15
15.01%	25.63%	24
25.64%	36.25%	33
36.26%	46.88%	41
46.89%	57.50%	50
57.51%	68.13%	59
68.14%	78.75%	68
78.76%	89.38%	76
89.39%	100.00%	85

Teachers of State Assessed Courses with an Approved Learning Growth Formula

For the 2013 – 2014 school year, the SLG rating for a Teacher of State Assessed Courses will be based on available 2011 – 2012, 2012 – 2013, and 2013 – 2014 student learning growth data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. The district will use Value-Added Model (VAM) data and approved Learning Growth Formula, provided by the FLDOE to calculate the SLG Rating and points earned for *Teachers of State Assessed Courses with an Approved Learning Growth Formula*. Using the following formulas, a teacher’s score is aggregated and classified related to the established “district zero cut”:

$$\text{Teacher EstVAM} - k * \text{standard error} > \text{district zero cut}$$

$$\text{Teacher EstVAM} + k * \text{standard error} < \text{district zero cut}$$

Table 1: Value Added SLG Rating Table delineates the SLG points earned by a teacher based upon his/her SLG score.

Table 1: Value Added SLG Rating Table

SLG Points	Aggregated SLG Score	Rating
15	3.00+ SE Below District Cut	Unsatisfactory
20	2.50 SE Below District Cut	
30	2.00 SE Below District Cut	Needs Improvement/Developing
35	1.50 SE Below District Cut	
45	1.00 SE Below District Cut	Effective
50	0.50 SE Below District Cut	
55	0.50 SE Above District Cut	
60	1.00 SE Above District Cut	
65	1.50 SE Above District Cut	
70	2.00 SE Above District Cut	
80	2.50 SE Above District Cut	Highly Effective
85	3.00+ SE Above District Cut	

Teachers of State Assessed Courses without an Approved Learning Growth Formula

For the 2013 – 2014 school year, the SLG rating for a *Teacher of State Assessed Courses without an approved Learning Growth Formula* will be based on 2013 – 2014 student achievement (proficiency) data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. Table 2: Proficiency SLG Rating Table delineates the SLG points earned by the teacher based upon the percentage the teacher’s

students who score proficient or higher on the state assessment(s) aligned to the course(s) taught by the teacher (3rd Grade Reading, 3rd Grade Math, Science, US History, etc.).

Teachers of Students in Grades 4-10 Teaching Non-State Assessed Courses (Excluding AP or IB courses)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grades 4-10 Teaching Non-State Assessed Courses* will be based on 2013 – 2014 student achievement (proficiency) data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 2: Proficiency SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on the state assessment(s) most appropriate to the course(s) taught by the teacher (Reading or Math).

Teachers of Students in Grade 11 Teaching Non-State Assessed Courses (Excluding AP or IB courses)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grade 11 Teaching Non-State Assessed Courses* will be based on 2013 – 2014 student achievement (proficiency) data from the Post-Secondary Education Readiness Test (PERT) for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 2: Proficiency SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on the PERT in the subject most appropriate to the course(s) taught by the teacher (Reading or Math).

Table 2: Proficiency SLG Rating Table

<u>SLG Points</u>	<u>Percent of Students Scoring Proficient or Higher</u>	<u>Rating</u>
<u>15</u>	<u>00.00% - 15.00%</u>	Unsatisfactory
<u>20</u>	<u>15.01% - 31.00%</u>	
<u>30</u>	<u>31.01% - 35.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>35.01% - 41.00%</u>	
<u>45</u>	<u>41.01% - 45.00%</u>	Effective
<u>50</u>	<u>45.01% - 50.00%</u>	
<u>55</u>	<u>50.01% - 55.00%</u>	
<u>60</u>	<u>55.01% - 60.00%</u>	
<u>65</u>	<u>60.01% - 65.00%</u>	
<u>70</u>	<u>65.01% - 70.00%</u>	Highly Effective
<u>80</u>	<u>70.01% - 85.00%</u>	
<u>85</u>	<u>85.01% - 100.0%</u>	

Teachers of Students in Grades K - 2

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grades K - 2* will be based on one component, 2013 – 2014 student learning gains data from the 1st and 3rd administrations of the FAIR assessment for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 3: FAIR SLG Rating Table* delineates the SLG points earned by –the teacher based upon the percentage the teacher’s students who demonstrate learning gains of 6 points or more between the 1st and 3rd administrations of the FAIR assessment.

Table 3: FAIR SLG Rating Table

<u>SLG Points</u>	<u>Percent of Students Scoring Proficient or Higher</u>	<u>Rating</u>
<u>15</u>	<u>00.00% - 5.00%</u>	Unsatisfactory
<u>20</u>	<u>5.01% - 10.00%</u>	
<u>30</u>	<u>10.01% - 15.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>15.01% - 20.00%</u>	
<u>45</u>	<u>20.01% - 25.00%</u>	Effective
<u>50</u>	<u>25.01% - 30.00%</u>	
<u>55</u>	<u>30.01% - 35.00%</u>	
<u>60</u>	<u>35.01% - 40.00%</u>	
<u>65</u>	<u>40.01% - 45.00%</u>	
<u>70</u>	<u>45.01% - 50.00%</u>	Highly Effective
<u>80</u>	<u>50.01% - 75.00%</u>	
<u>85</u>	<u>75.01% - 100.0%</u>	

Teachers of Advanced Placement (AP) or International Baccalaureate (IB) Courses

For the 2013 – 2014 school year, the SLG rating for *Teachers of Advanced Placement (AP) and/or International Baccalaureate (IB) Courses* will be based on 2013 – 2014 student achievement (proficiency) data from AP and/or IB assessments for students enrolled during Survey 2 and 3 in the AP and/or IB course(s) taught by the teacher. *Table 4: AP/IB SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on AP (3 or higher) and/or IB (4 or higher) assessment(s) aligned to the course(s) taught by the teacher.

Table 4: AP/IB SLG Rating Table

SLG Points	Percent of Students Scoring Proficient or Higher	Rating
<u>15</u>	<u>00.00% - 5.00%</u>	Unsatisfactory
<u>20</u>	<u>5.01% - 10.00%</u>	
<u>30</u>	<u>10.01% - 15.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>15.01% - 20.00%</u>	
<u>45</u>	<u>20.01% - 25.00%</u>	Effective
<u>50</u>	<u>25.01% - 30.00%</u>	
<u>55</u>	<u>30.01% - 35.00%</u>	
<u>60</u>	<u>35.01% - 40.00%</u>	
<u>65</u>	<u>40.01% - 45.00%</u>	
<u>70</u>	<u>45.01% - 50.00%</u>	
<u>80</u>	<u>50.01% - 75.00%</u>	Highly Effective
<u>85</u>	<u>75.01% - 100.0%</u>	

Teachers of Students Assessed by the Test of Adult Basic Education (TABE) and Students Participating in the General Education Diploma Program (GED)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students Assessed by the Test of Adult Basic Education and Students Participating in the General Education Diploma Program* will be based on 2013 – 2014 student retake data from the TABE assessment for students assigned to the teacher who complete 60 Adult Basic Education course hours. *Table 5: TABE Retakers SLG Rating Table* below delineates the SLG points earned by the teacher based upon the percentage of the teacher’s students who improve 1 level or more on the TABE assessment retake.

Table 5: TABE Retakers SLG Rating Table

SLG Points	Percent of TABE Retakers Improving 1 Level or More	Rating
<u>15</u>	<u>00.00% - 15.00%</u>	Unsatisfactory
<u>20</u>	<u>15.01% - 31.00%</u>	
<u>30</u>	<u>31.01% - 35.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>35.01% - 41.00%</u>	
<u>45</u>	<u>41.01% - 45.00%</u>	Effective
<u>50</u>	<u>45.01% - 50.00%</u>	
<u>55</u>	<u>50.01% - 55.00%</u>	
<u>60</u>	<u>55.01% - 60.00%</u>	
<u>65</u>	<u>60.01% - 65.00%</u>	
<u>70</u>	<u>65.01% - 70.00%</u>	
<u>80</u>	<u>70.01% - 85.00%</u>	Highly Effective
<u>85</u>	<u>85.01% - 100.0%</u>	

Teachers of Students Assessed by the Comprehensive Adult Student Assessment System (CASAS)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students Assessed by the Comprehensive Adult Student Assessment System (CASAS)* will be based on 2013 – 2014 student achievement data from either the *CASAS Reading Assessment or CASAS Listening Assessment* for students assigned to the teacher. *Table 6: CASAS SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage of the teacher’s students who improve either CASAS Reading or CASAS Listening scale score a minimum of 5 points.

Table 6: CASAS SLG Rating Table

SLG Points	Percent of Students Improving CASAS Score 5+ Points	Rating
<u>15</u>	<u>00.00% - 15.00%</u>	Unsatisfactory
<u>20</u>	<u>15.01% - 31.00%</u>	
<u>30</u>	<u>31.01% - 35.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>35.01% - 41.00%</u>	
<u>45</u>	<u>41.01% - 45.00%</u>	Effective
<u>50</u>	<u>45.01% - 50.00%</u>	
<u>55</u>	<u>50.01% - 55.00%</u>	
<u>60</u>	<u>55.01% - 60.00%</u>	
<u>65</u>	<u>60.01% - 65.00%</u>	
<u>70</u>	<u>65.01% - 70.00%</u>	
<u>80</u>	<u>70.01% - 85.00%</u>	Highly Effective
<u>85</u>	<u>85.01% - 100.0%</u>	

Uncommon Teacher Scenarios

It should be noted that there are several atypical teacher scenarios that might need to be addressed as they relate to the Student Performance Element of the teacher evaluation system. In addition, there are likely to be unpredicted unique scenarios that will need to be addressed. When they occur, they will be brought forth to the Teacher Evaluation Advisory Committee to be addressed as that committee will need to continue meeting on an ongoing basis. Retrieve previously discussed scenarios and capture them here.

Category I: Significant Evaluation Processes for Teachers

Teacher Induction Program Seminar (TIPS) Participation

Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate

- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observations (45 minutes minimum)
 - ~~Within the first 45 student contact days 1st and 2nd Semesters~~
 - Pre-observation and Post-observation conferences are required
 - **2 are required, minimum of one per semester**
 - **Evaluator must complete an Informal Observation prior to having access to complete a Formal Observation**
- ✓ Informal Observation (10 to 30 minutes)
 - ~~1 minimum 1st and 2nd semesters~~
 - **2 are required, one per semester, Journey requires 2 completed walk throughs prior to having access to complete an Informal Observation**
 - **Must complete an informal observation prior to having access to complete a Formal Observation**
- ✓ Walk-through Observations (3 to 5 minutes)
 - ~~8-12 minimum with feedback throughout 1st and 2nd semesters~~
 - **2 minimum per each 9 week period**
- ✓ Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - No rating/points assigned for Student Achievement
 - No points assigned for Situational Context
 - Results are not reported to Human Resources
 - Results are retained at the school only
 - An interim TARGET (IPDP) conversation is conducted at this time
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices
 - Conversation concerning related ongoing observation data as may be appropriate
 - Specified Student Demographic Impact Factors
 - Student Achievement
 - Self-Evaluation conversation
 - Reflection and feedback
 - All data gathered for assessment purposes will be shared in an immediate and collegial manner
 - Summary TARGET (IPDP) Plan and ARROW Documentation Conversations
 - Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, signed, and dated by the administrator and teacher

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time.
2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be on-going.
3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.

Category II: Significant Evaluation Processes for Teachers

- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes
- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observation (45 minutes minimum)
 - Optional pre-observation conference
 - Post-observation conference **required**
 - **Evaluator must complete an Informal Observation prior to having access to complete a Formal Observation**
- ✓ Informal observation (10 to 30 minutes)
 - 1 minimum annually
 - **Journey requires 2 completed walkthroughs prior to having access to complete an Informal Observation**
- ✓ Walk-through Observations (3 to 5 minutes)
 - ~~8-12 minimum with feedback throughout 1st and 2nd semesters~~
 - **2 minimum per each 9 week period**
- ✓ Optional Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - Results are retained at the school only
 - An interim TARGET (IPDP) conversation is conducted at this time
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices
 - Conversation concerning related ongoing observation data as may be appropriate
 - Specified Student Demographic Impact Factors
 - Student Achievement
 - Self-Evaluation conversation
 - Reflection and feedback
 - All data gathered for assessment purposes will be shared in an immediate and collegial manner
 - Summary TARGET (IPDP) Plan and ARROW Documentation Conversations

- Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, signed, and dated by the administrator and teacher

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time. This process and related form does not replace the formal written plan of improvement (PDP) and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.
2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be on-going.
3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.

If applicable, a formal Professional Development Plan (PDP) to address ratings of *Unsatisfactory* (required) or *Needs Improvement* (Optional) is developed and implemented at this time.

Classroom Teacher Observation Processes

The observation process is the primary method for collecting evidence related to teacher practices that will be used as a source of data for the summative evaluation process and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is expected that this process will initiate conversations between the evaluator and teacher that identifies strengths and potential needs or areas of growth. It is **not** the summative evaluation. There are three types of observation processes:

- **Formal** (45 minutes or longer with feedback and required pre-/post-conferences)
- **Informal** (10 to 30 minutes in length with feedback and **OPTIONAL** pre-/post-conferences)
- **Walkthrough** (3-5 minutes in length with feedback)

The **formal observation** consists of an observation for a full class period (45 minutes or more) as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-conference and post-conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help evaluators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation). The planning or pre-conference provides an opportunity for the teacher and the evaluator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the Pre-/Post-Conference Guide as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. The post-conference provides an opportunity for the teacher and the evaluator to reflect about the lesson, clarify expectations and plan forward using the Pre-/Post-Conference Guide for reflection and feedback.

The **informal observation** can be announced or unannounced and may or may not include an observation of the full class period (10 to 30 minutes is suggested). Typically, there is no planning or reflection conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further guide the overall annual performance evaluation process. While a pre-/post-conference is not required, it is required that evaluators provide timely and actionable feedback to teachers regarding these observations.

As in the informal observation, **walkthroughs** can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 - 5 minutes in length in which the evaluator gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for providing individual feedback as well as identifying trend and pattern data over time. As is the case with formal and informal observations, if observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback. Walkthroughs also are used to identify professional needs for individuals and groups of teachers and provide a means to gauge the implementation of professional learning against individual professional learning plans and school improvement plans.

All observation processes may give attention to two types of behavioral evidence, teacher evidence and student evidence. Teacher evidence is based on thin slices of behavior that are notable teaching moves that can be observed in a classroom. Teacher evidence is specific observable behaviors in which teachers engage when using particular instructional strategies. Student evidence is specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. The feedback process related to the use of the observation instruments may include information concerning questions for teacher reflection. There is no expectation that the questions be answered formally. The reflection questions are intended to stimulate self-reflection and conversation pertaining to teacher practices in relation to the EPC or descriptor. The frequency of formal observations, informal observations and walkthroughs that is expected in the District for Category I, Category II and teachers on a PDP is delineated below.

Observation Timing Chart

Teacher Status	Formal Observations 45 Minutes Minimum	Informal Observations 10-30 Minutes	Walkthroughs 3-5 Minutes
Category I	<ul style="list-style-type: none"> • 1 Minimum per semester • Pre-/Post-Conference required • Additional optional • <u>Completion of an Informal required prior to a Formal</u> 	<ul style="list-style-type: none"> • 1 Minimum per semester • Number varied based on need • Feedback Required • <u>Completion of at least 2 walkthroughs prior to completion of an Informal</u> 	<ul style="list-style-type: none"> • 8-12 Annually • <u>2 minimum each 45 days</u> • Feedback desired
Category II	<ul style="list-style-type: none"> • 1 Minimum annually • Additional optional • Pre-Conference optional • Post Conference required • <u>Completion of an Informal required prior to a Formal</u> 	<ul style="list-style-type: none"> • 1 Minimum annually • Number varied based on need • Feedback Required • <u>Completion of at least 2 walkthroughs prior to complete of an Informal</u> 	<ul style="list-style-type: none"> • 8-12 Annually • <u>2 minimum each 45 days</u> • Feedback desired
PDP Teacher	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 3 Minimum each 45 days while engaged in PDP process

Observation Implementation Practices and Observation Instruments

The Polk County Observation Instruments are a comprehensive data collection and management system that report real-time data from classroom walkthroughs, informal observations, and formal observations. Using efficient electronic tools and research-based content resources, the Polk County Observation Instruments enable administrators to focus on instructional leadership while maintaining compliance with state and district requirements as well as aligning to Race to the Top's requirements related to classroom observation, monitoring, professional development, and reporting. Feedback will be provided to teachers following classroom observations to ensure a transparent and effective ongoing communication process.

The approved observation instrument must be used for administrative classroom walkthroughs, informal, and formal observations. Observable EPCs (Educator Accomplished Practices) for each of the four domains are listed to guide the observer. Using the rubrics, the administrator rates observed practices pertaining to each descriptor as highly effective, effective, needs improvement/developing, or unsatisfactory. Space for feedback allows the administrator to articulate the rationale for the rating and/or to provide comments related to the observation. Teachers receive an electronic copy of the observation instrument in order to expedite timely feedback and to enable a reflective process pertaining to their performance status. The observation data gathered electronically, throughout the school year, provides the primary source of information to be applied when rating the teacher on the observable elements of an EPC.

Calculation of Observable EPC Ratings

An Improvement Model for ~~2012-2013~~ **2013-2014** teacher evaluations will consist of three weighted observation processes: Walkthroughs, Informal and Formal. When calculating a final rating for each EPC, completed Walkthrough Observations will account for 25%, completed Informal Observations will account for 25%, and completed Formal Observations will account for 50%. Further, weighting will be established for all observations which place less emphasis on observations conducted nearer the beginning of the school year and progresses with greater weight given to those conducted nearer the final rating. Weighting for Walkthrough Observations will reflect specific time periods progressing from 3% in the first time period, 5% in the second time period, 7% in the third time period, and 10% in the last time period. Similar progressive weighting will be established where multiple Informal or Formal Observations are completed. The formula will generate final EPC ratings of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Observable Essential Performance Criteria and Observation Instruments

Only the approved observation instrument, as described on previous page, will be used during the various observation processes in relation to the performance ratings applied to the fifteen observable EPCs identified below:

Domain 1: Instructional Design, Lesson Planning, and Assessment

EPC a. Demonstrating knowledge of content and pedagogy

- Demonstrates knowledge of content
- Uses effective instructional strategies

EPC b. Demonstrating knowledge of students

- Provides differentiated instruction
- Conducts individual data conferences with students

EPC d. Demonstrating knowledge of resources and technology

- Uses technology to enhance instruction
- Integrates student use of technology into instructional process

Domain 2: Instructional Delivery and Facilitation

EPC a. Communicating with students

- Refers to essential question during lesson
- Checks for understanding
- Connects to prior knowledge
- Conveys high expectations

EPC b. Using strategies to evoke higher-order thinking and discussions

- Asks higher order thinking questions
- Provides scaffolding
- Provides wait time
- Provides opportunities to participate in learning activities

EPC c. Lesson delivery and engaging students in learning

- Instruction engagingly meets student needs
- Uses distributed summarizing
- Uses accountable talk

EPC d. Using Assessment in Instruction

- Checks for understanding through varied techniques
- Provides feedback to students
- Uses assessment prompts

EPC e. Demonstrating flexibility and responsiveness

- Uses varied instructional strategies
- Adjusts instruction based on student response

EPC f. Integrating cross content reading and writing instruction

- Incorporates reading
- Develops content vocabulary
- Incorporates reading comprehension strategies
- Incorporates writing

Domain 3: The Learning Environment

EPC a. Creating an environment of respect and rapport

- Models and reinforces appropriate actions
- Creates a climate of openness and respect
- Exhibits responsiveness and sensitivity

EPC b. Establishing a culture for learning

- Interacts with students positively
- Provides specific and appropriate feedback
- Communicates expectations to students

EPC c. Managing classroom procedures

- Establishes procedures and routines for managing the classroom
- Manages transitions to maximize instructional time

EPC d. Managing student behavior

- Establishes standards for behavior
- Implements behavior plan
- Responds to misbehaviors

EPC e. Organizing physical space

- Classroom environment supports learning
- Environment is safe, accessible and inclusive

Domain 4: Professional Responsibilities and Ethical Conduct

EPC a. Attention to equity and diversity

- Treats all students equitably

Teacher Self-Evaluation Process

The district teacher evaluation process includes a self-evaluation element that is calculated into the teacher's Overall Annual Performance Evaluation Rating at the close of the evaluation cycle. It determines 1.7% (3 of 169 points possible) of that rating. The self-evaluation must be completed no later than the teacher's first **45 days** of student contact. The teacher will analyze the rubrics for the 23 EPCs (evidence-based practices as derived from contemporary research) applied in the teacher evaluation system. The teacher reflects on the congruence of his/her practices with the rubric statements and rates him/herself accordingly. This will result in a raw score value ranging from 0-69. The raw score value is converted to a rating points value in accordance with the table below.

EPC Evidence-Based Rubrics Self-Evaluation Table

Raw Points = 0 - 17	Raw Points = 18 - 33	Raw Points = 34 - 56	Raw Points = 57 - 69
Evaluation Points = 0	Evaluation Points = 1	Evaluation Points = 2	Evaluation Points = 3

Points determined through the self-evaluation and reflection process are added to points derived from Student Achievement, Administrator Ratings and Situational Context variables to determine the teacher's Overall Annual Performance Evaluation Rating.

The self-evaluation process also enables a reflective identification of professional learning needs in relation to the evidence-based practices that can be used as a part of the TARGET (IPDP) planning process. Self-evaluation also enhances the conversations the teacher and administrator will have related to professional learning and its relationship to enhanced teacher performance.

Requirements for Consistency in Evaluator Rating Processes

In order to ensure consistency among school evaluators pertaining to rating processes applied to the evidence-based practices derived from contemporary research it is essential that the uniform set of rubrics be used to determine those ratings. These practices are organized in a framework that provides a common language to ensure a focused effort to improve learning, for both students and the adults in our school system. The framework includes 4 Domains, 23 EPCs and multiple descriptors within each EPC. This framework also provides information pertaining to the relationship of the EPCs to the Florida Educator Accomplished Practices and the Marzano Evaluation Model. The framework includes the identification of possible data sources that may be used as evidence for potential ratings as well. The evaluator must use the set of rubrics delineated in the framework when determining the presence and quality of teacher practices consistent with contemporary research in order to assign a fair and equitable rating for each of the 23 EPCs. In essence, ratings for the EPCs must be based on credible data examined through observations, conversations, other possible sources of evidence, and a variety of other means that occur throughout the entire school year. There is **no** expectation or requirement that a portfolio be developed and submitted to the administrator.

The Importance of Feedback to Improving Performance

There is significant evidence that effective feedback is a critical element of any process designed to improve performance. It is essential that school administrators apply the mechanisms, with fidelity, for providing meaningful feedback and support for professional learning that are built into the district's teacher evaluation system processes. The system is designed to enhance the focus on student learning and to increase the conversations among staff related to teacher practices that will lead to that enhanced learning. That design will not be effective toward achieving the goal of student learning growth unless school administrators and teachers engage in the processes with commitment and quality. Professional conversation and reciprocal feedback will ultimately determine the success of our students. System processes must be implemented as designed. In order to enhance the feedback and communication process and in accordance with the requirements of the Student Success Act 2011, the administrator must discuss the teacher's overall annual performance evaluation with the teacher in a face-to-face conference. In addition, it is the responsibility of the administrator to provide both developmental and evaluative feedback to the teacher throughout the year based on varied interactions and observations as described in earlier sections of this system. Likewise, it is the

responsibility of the teacher to seek developmental and evaluative feedback from the administrator as may be appropriate.

Mechanisms for Parental Input

Prior to completing the rating on the 23 EPCs as delineated in the related framework and rubrics, the administrator may use information from parent interactions related but not limited to the following:

- 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
- Data gathered using a District Parent Feedback Form (development is pending)
- Other formal and informal interactions with parents

The administrator and teacher will discuss and agree upon the possible sources of parental input as an element of the Performance Planning session as may be appropriate. The use of any parental information for the purpose of teacher evaluation processes must be communicated in writing and provided to the teacher within 45 days of the receipt of the information in accordance with Florida Statute and the district teacher Collective Bargaining Agreement.

Alignment and Support of District and School Improvement Plans

To fulfill our mission, we envision that students in the Polk County Public Schools will effectively:

- Read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- Be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- Cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- Understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products

Importance is placed on administrators and teachers collaboratively monitoring progress toward meeting Polk County School District's high expectations for continued growth in the academic performance of all students and setting professional growth objectives for teachers related to their assigned students' achievement data, school improvement plan goals/objectives, and identified individualized and differentiated teacher needs. A significant emphasis is placed on the implementation of high probability instructional strategies that provide all students the opportunity to experience academic performance growth, encourage staff efficacy and collegiality, and encourage parents to support the learning processes that target these outcomes.

Student performance growth is dependent upon the implementation of a professional development system focused on improving student learning experiences, effective use of high probability student engagement strategies, requires careful planning, a collaborative effort by teachers and administrators, and the targeted integration of professional learning through activities that are relevant to the identified needs of Polk County's students and teachers. Therefore, it is imperative that the design, continued development, and implementation of a professional learning system meet the diverse needs of Polk County's students and teachers. From this perspective, focused and collaborative feedback loops between teachers and administrators are crucial. Individualized for each teacher and focused on improving student learning experiences and student engagement practices, this on-going professional dialogue occurs throughout the school year and is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Therefore, the staff of the Professional Development Department (PD), in collaboration with the district Professional Development Coordinating Council (PDCC), and the Professional Development Advisory Board (PDAB), has developed a targeted system of professional learning for that integrates all appropriate sub-systems and correlates directly to the improvement of student academic growth. The sub-systems integrated within Polk County's professional learning system are:

- *The District Mission and Strategic Plan Goals*
- *Strategic Plan Strategies and Action Plan/Benchmarks*
- *The School Improvement Planning Process (SIP)*
- *Leadership for Educational Achievement and Development (LEAD)*
- *District Master In-Service Plan (MIP)*
- *Teacher and Administrator Evaluation Systems*

Each of these elements are interrelated and focused on improving student academic performance and growth.

These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which:

- Adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
- Adults use varied and reliable teaching and evaluating procedures through relevant curricula;
- Adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
- Adults engage in professional growth and training activities to effect continuous improvement in the system;

Students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

Continuous Professional Improvement

In accordance with Florida Statute 1012.34(2) (b), F.S., the Student Success Act of 2011, and Florida's Educator Accomplished Practices, a teacher's continuous professional improvement must be founded in contemporary educational research, affect measurable student learning growth, incorporate high probability instructional strategies, and be included as a component of the district's **Teacher Evaluation System**. Therefore, a teacher's Individual Professional Development Plan (TARGET) is an essential element of Polk County's Teacher Evaluation System. Each teacher, in collaboration with the school principal and/or assistant principal must develop and maintain a TARGET (IPDP) plan. The teacher's TARGET (IPDP) goals, although aspirational not evaluative in nature, must relate directly to student growth data for the students assigned to him or her, AYP sub-group performance, the School Improvement Plan, his or her self-evaluation, and/or his or her summary evaluation from the prior school year. A teacher's professional growth goals must correlate to student learning needs identified during his or her evaluation of the preceding variables and be relevant to the growth data for the matched students assigned to the teacher. During the TARGET (IPDP) process, the teacher identifies critical deficits in student performance, analyzes student data related to those deficits, determines student learning needs, sets student performance goals, and selects measures for student learning specific to the identified student learning needs and goals.

As an element in Polk County's continuous professional improvement process for teachers, teachers and administrators create an on-going professional dialogue through the use of common language, feedback loops, pre/post observation conferences, and data chats designed to create a differentiated professional growth plan; individualized for each teacher and focused on the improvement of student learning experiences and student engagement practices. Throughout the school year, Polk County's teachers are provided specific and relevant feedback from administration focused on a teacher's TARGET (IPDP) plan goals with the objective of

improving professional practices. Working collaboratively, the teacher and administrator develop an evaluation component to determine the degree to which the teacher’s TARGET (IPDP) goals were achieved, design a focus for the teacher’s professional learning for the year aligned to his or her TARGET (IPDP) plan goals, and select high probability classroom strategies for implementation correlated to the teacher’s TARGET (IPDP) plan goals and supported by contemporary educational research. Throughout the process, the administrator and teacher also determine the degree to which the teacher’s implementation of the high probability strategies are impacting student performance and adjust the teacher’s professional learning goals accordingly.

At the conclusion of the school year, the teacher and administrator reflect upon the teacher’s implementation of the high probability strategies gleaned from his or her professional learning experiences and the impact his or her professional improvement had on the learning, engagement, and achievement of his or her assigned students. An essential component of a teacher’s continuous improvement of professional practices is feedback. Processes include:

- Teachers and administration collaboratively developing short and long term professional goals related to individual continuous improvement of practices and the implementation of high probability strategies to increase student performance
- Data from formal and informal observations will be compiled and used in conferences with teachers once each semester to give specific feedback on their instructional practices and offer possible learning resources to enhance professional practices. Learning resources for individual continuous improvement may include but are not limited to:
 - Observations of best practices
 - PD 360
 - Professional Learning Communities at school site
 - Department chairs, team leaders, peer mentors to support learning
 - District-based professional development
- On-going TARGET (IPDP) conversations with administrators focused on individual continuous improvement of professional practices.
- An on-going professional dialogue between teachers and administrators through the use of common language, feedback loops, pre/post observation conferences, and data chats that supports a professional growth experience individualized for each teacher.

Processes and Components Included in Evaluator Professional Learning

Professional learning for all personnel responsible for evaluating staff occurs on an annual basis with delivery mechanisms and content developed and implemented collaboratively by Professional Learning staff and Senior Directors as follows:

Delivery Mechanisms	Content
Annual Orientations and Updates	Processes & Criteria
Ongoing Area Group Meetings	Processes, Structures, Criteria, and Skills
Area & Department Meetings	Professional Learning Community (PLC) Development
Individual Coaching	Skill Development & Problem Resolution
District Wide In-Service As Needed	Skill Development & Criteria Analysis

Professional learning content and processes for administrative/leadership personnel who evaluate performance are focused on the following variables:

- New Teacher Evaluation System Procedures
- Specific Processes and Timelines
- Relationship of District Mission and Strategic Plan to Teacher Evaluation System
- Legal and Ethical Rationale for the Teacher Evaluation System
- Criteria, Rating Scales, and Rubric Definitions
- EPC and Data Collection Analysis

- Documentation Processes
- Gather evidence using the approved observation instrument
- Development and Monitoring of School Improvement Plans
- Development and Monitoring of Teacher Professional Growth Goals
- Preparation of Professional Development Plans (PDP)
- Observing, Conferencing, Coaching, and Feedback Skills
- Adult and Career Stages of Development
- Additional professional learning opportunities are provided for school-based administrators in the content and skills necessary to implement the Teacher Evaluation System for instructional personnel as needed.

Processes for Informing Teachers about the Teacher Evaluation System

All professional learning for teachers related to the Teacher Evaluation System include foundational theory, system components and processes, Florida’s Educator Accomplished Practices (FEAPs), observation processes, timelines, and rubrics, evaluation procedures, and student achievement indicators.

Annual Evaluator and Teacher Professional Learning Components

<p>June - August</p>	<ul style="list-style-type: none"> • Professional Development department revises face-to-face and web-based support modules for Teacher Evaluation System (TES) • Conduct evaluator professional learning for new administrators • District Teacher Evaluation cohort complete evaluator professional learning • Offer web-based professional learning modules for teachers on the Teacher Evaluation System • Update TES FAQ and Quick Reference Timeline • Final roster verification completed by teachers
<p>September - June</p>	<ul style="list-style-type: none"> • Open web-based professional learning course for teachers on the TES • Evaluators must complete evaluator recertification process during the first semester of each school year • Teachers hired after August must complete the TES face-to-face and online professional learning module within 10 days of hire • Administrators hired after August must begin the new TES professional learning module within their first week of placement • Interim, Stage 1, and Stage 2 directions/completion information provided to teachers and administrators (as appropriate)
<p>Special Notes</p>	<ul style="list-style-type: none"> • Teacher Evaluation Advisory Committee and sub-committee meetings on-going throughout the year • FAQ Quick Reference Guide will be posted on the Professional Development department's website • Teachers and administrators will be able to repeat TES online modules for knowledge and understanding • Teachers may consult with administrators for clarification of questions and concerns not addressed in the professional learning or FAQ guide • Administrators will communicate teachers’ questions and concerns to the Professional Development department • To ensure inter-rater reliability, each school year certified evaluators must re-certify as evaluative observers and district supervisory staff will randomly survey and monitor school-based administrators’ completed teacher evaluation processes for quality and consistency

Use of Contemporary Research – Evidence-Based Practices

The contemporary research base for the development of the Evidence-Based Practices Rubrics applied in the district’s teacher evaluation system has been derived from the following publications:

Marzano, Robert J. (2007) *The Art and Science of Teaching – A Comprehensive Framework for Effective Instruction*, Alexandria, VA: ASCD.

Danielson, Charlotte. (2007) *Enhancing Professional Practice – A Framework for Teaching- 2nd Edition*, Alexandria, VA: ASCD.

Stronge, James H. (2007) *Qualities of Effective Teachers - 2nd Edition*, Alexandria, VA: ASCD.

Hattie, John A. C. (2009) *Visible Learning – A Synthesis of Over 800 Meta-Analyses Related to Achievement*, New York, NY: Rutledge.

As additional contemporary research related to teaching practices and enhanced student learning is published, the teaching practices and related rubrics will be analyzed, evaluated and adjusted to be consistent with the most current educational research available. This process will be applied at a minimum of every three years as a part of an ongoing evaluation of system processes in terms of their application, impact on teacher practices and impact on student learning.

Evaluation Rating Criteria Variables

The four rating labels applied to all system components to which a rating label is applied are congruent with the labels delineated in the Student Success Act 2011. They are:

- Highly Effective
- Effective
- Needs Improvement/Developing*
- Unsatisfactory

**Developing* is applicable only to teachers in their first three years in the district. General definitions of the four rating labels are provided in the Glossary. Specific meanings are derived from the evidence-based practices rubrics and are delineated in [Appendix D](#).

The rubric(s) and weighting scales/scoring systems used to define and assign an employee’s final evaluation rating are described in several places in this manual. An abridged description is provided below.

Variable	Weight	Value	Determinant
Student Achievement	50.3%	85	State assessment data
EPCs & Situational Context	48%	81	Evaluators and demographic impact factors
Self-Evaluation Metric	1.7%	3	Classroom Teacher
Total	100%	169	

The final Overall Annual Performance Evaluation Rating is assigned by a certified evaluator who verifies the data gathered through varied electronic processes. The appropriate certified evaluator must meet with the teacher in a conference to share the results of the overall evaluation. A more detailed description of this process is provided within several sections of this manual.

The table used by evaluators from which the final Overall Annual Performance Evaluation Rating is determined is located on the Overall Annual Performance Evaluation Rating form located in [Appendix E](#).

Multiple Evaluations for First Year Teachers (New to the Profession or District)

Evaluation procedures for teachers in their first year in the profession or district are described in several sections of this manual. The section entitled, “Significant Evaluation Process –Category I Teachers...” on page 16 provides a detailed sequence of steps applied when evaluating these teachers. The number of classroom observations is delineated in the table on page 19. The types of student performance data that are reviewed at the interim performance review and throughout the school year may include but are not limited to the following:

- Progress monitoring data derived from district processes
- Student work
- Teacher-made student assessment data

Observation processes and student data reviews are conducted by the principal or assistant principal. Ongoing, timely, and actionable feedback is provided throughout the school year for all teachers as

described in several sections of this manual and is summarized and focused upon on page 18. There is no modification in the rating process pertaining to the Self Evaluation and Evaluator Rating activities related to the evidence based practices. Modification of the Overall Annual Performance Evaluation Rating process for teachers new to the district is delineated on the table on page 18.

Support for District and School Improvement Plans

The district's teacher evaluation system focuses on enhancing effective instruction and student learning. It is one of the major components of the district's Professional Development System (PDS) that integrates the Teacher Evaluation System with other organizational sub-systems such as the District Strategic Plan, Differentiated Accountability Plan, School Improvement Plans and the Administrative Evaluation System. Results from the teacher evaluation process will be applied to inform district and school improvement planning initiatives as well as serving a tool to determine the impact on related strategy implementation and goal achievement. In addition data derived the application of teacher evaluation system processes will be used when establishing professional development goals and strategies as a part of district and school improvement plans. In essence, the district's teacher evaluation system provides for the integration of TARGET Planning, student performance measurement and the documented application of teacher evidence-based practices to support district and school improvement plans.

The district is currently working on the technological interfaces necessary through the redesign of the Local Instructional Improvement System (LIIS) to ensure that quality data is available. This is essential to promote timely and informed decision-making as those decisions relate to district and school improvement plans. A significant "investment" has been made to provide the linkages necessary to use for improving student learning that is derived from the teacher evaluation system.

Teaching Fields Requiring Special Procedures

The process used by the district to identify teaching fields for which there may be a need to determine specialized evaluation and criteria includes a review of the field or position attributes, by the Teacher Evaluation Advisory Committee, pertaining to, but not limited to, the following variables:

- Unique instructional setting
- Job functions as described in the district job description for the position (field)
- Standards and quality of expected practice derived from contemporary research pertaining to the teaching field
- Status of direct or indirect linkage to student learning
- Availability of stable, reliable, valid data related to the teaching field
- Job role in relation to the Florida Educator Accomplished Practices
- Potential student achievement data sources that can be applied to the teaching field

There are several teaching fields or positions that have been identified that require specialized evaluation processes and criteria. The manner in which they will be addressed will be noted in [Appendix F](#) for related EPCs, rating scales and documents.

Annual Review of the Teacher Evaluation System

The district's Teacher Evaluation System will be reviewed annually by the Teacher Evaluation Advisory Committee (TEAC). Specified membership on the TEAC will be described in Article 15 of the district's Teacher Collective Bargaining Agreement. Generally speaking, membership includes representatives from all significant shareholder groups and consists of an equal number of teacher and administrative staff (school-based and district level). The Union will be represented as a part of the teacher staff group on the committee. Elements examined by the TEAC will be determined by data availability over time and will include but are not limited to the following:

- Evaluation reports related to the quality of implementation of system components
- Evaluation reports related to the impact of system processes on teacher practices
- Evaluation reports related to the impact on student achievement (learning)

- The impact of varied tables related to rigor, equity and validity based on the use of data for the purposes of evaluating performance
- Changes in related Florida statutes and School Board Policy
- Priority district instructional initiatives
- Additional contemporary research pertaining to high yield teaching strategies

The TEAC members will meet a minimum of two times annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes by July 1 of each year starting with July 1, 2012. Certain adjustments in system processes that pertain to student performance measures applicable to teacher evaluation may need to be made during the initial year of implementation due to unknown factors related to the stability and reliability of student achievement data. TEAC may make related recommendations pertaining to system processes if that occurs. Any changes in system processes during any year will be submitted to the FDOE for review and approval.

Peer Review Option

At this time, the district Teacher Evaluation System does not include the application of a peer review process as a formal element of the system that include the application of that process as one of the metrics in the teacher evaluation process. The TEAC may review the peer review option during year two of system implementation and make related recommendations as may be appropriate. Formal and informal peer support processes are established in the district particularly as they related to Category I classroom teachers.

Evaluation by the Supervisor

The evaluator in Polk has been determined to be the school principal and/or the school assistant principal. That specific determination is delineated in Article 15 of the Teacher Collective Bargaining Agreement. An observer in relation to the performance evaluation who may contribute information pertaining to the evaluation of a teacher may also be the principal/immediate supervisor or an assistant principal designated by the principal. In rare and usual circumstances should the principal be unable to perform the role of the evaluator, the Superintendent will designate a certified administrative evaluator who meets the criteria to perform the evaluations. All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function. It is noted here also that the performance evaluation criteria for principals and assistant principals include language related to their quality of implementation of the teacher evaluation system processes.

Input into Evaluation by Trained Personnel other than the Supervisor

Other than as described in the section above pertaining to the *Evaluation by the Supervisor* process, typically, no other personnel will have direct input into the evaluation of a classroom teacher. It is possible that input could be provided by district level staff pertaining to the evaluation procedure as it would be related to a formal Professional Development Plan process or other disciplinary process pertaining to teachers on Continuing or Professional Services contract status as outlined in the Teacher Collective Bargaining Agreement or delineated in Florida Statute.

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to deliberate practice to the teacher in a supportive or developmental role. That feedback from school or district support staff **may not be** provided as a part of the performance evaluation of the teacher. Only the evaluating administrator may provide evaluative feedback to the teacher.

Timeline for Developing/Selecting Growth Measures for Additional Grades and Subjects

<i>Subjects/Grades</i>	<i>Growth Measure</i>	<i>Year</i>
State assessed courses/grades	State Growth Model	2011-2012
All other areas, grades and subjects	Application of growth model data	By July 1, 2015

Appendix F – Non-Classroom Teachers Evaluation Systems

Table of Contents

F-2 Library/Media Specialist Evaluation System

F-47 Non-Classroom Teacher Evaluation System

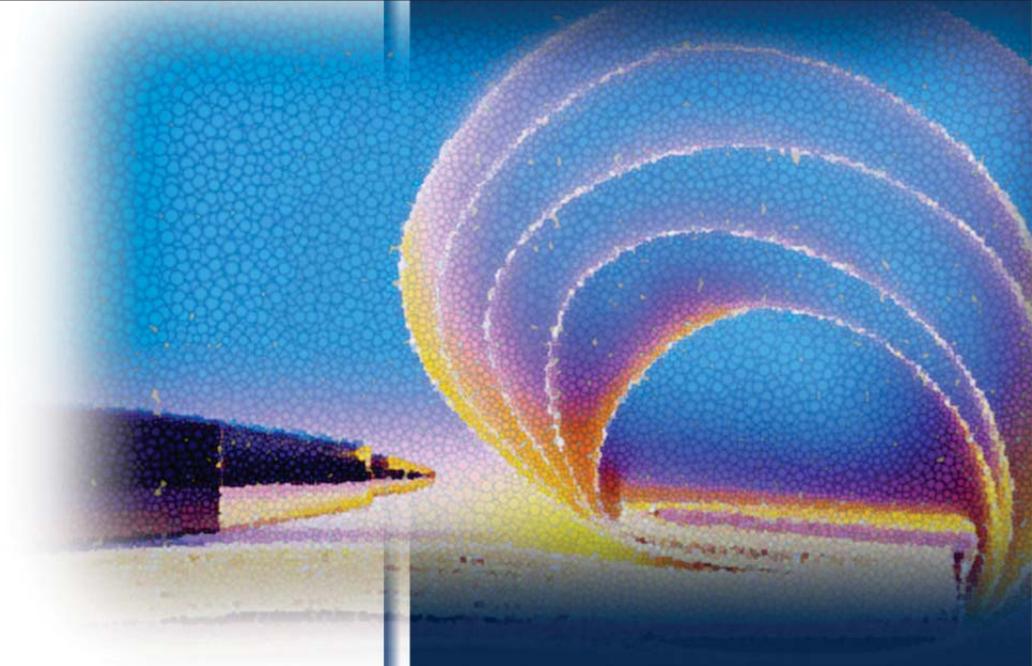
F-88 School Counselor Evaluation System

F-133 School Psychologist Evaluation System

F-164 School Social Worker Evaluation System

F-199 Speech Language Pathologist Evaluation System

Library/Media Specialist Evaluation System



Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1a. Fostering a culture of inquiry, independent reading, and lifelong learning</p>	<p>Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.</p>	<p>Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.</p>	<p>Significant and varied evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
1b. Providing an inviting and accessible environment	<p>Little or no evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use.</p> <p>The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.</p>	<p>Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS seldomly uses physical space that is organized, attractive, or inviting.</p>	<p>Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS appropriately uses physical space that is organized, attractive, and inviting.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Facility, Furniture</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			
<p>Possible evidence may include sources such as: clear signage, accessible computer workstations and shelving, clutter free, adequate space and traffic flow, small and large group work areas ...</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1c. Creating an environment of respect and rapport</p> <p>Little or no evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.</p>	<p>Partial evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p>Adequate evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p>	<p>Significant and varied evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p> <p>Interactions among patrons are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Foundational Principle 1 <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 1: Learning Environment				
1d. Managing student behavior	<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent.</p> <p>Responses to student misbehaviors are appropriate.</p> <p>Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative.</p> <p>Responses to student misbehaviors are appropriate and subtle.</p> <p>Positive behavior is pervasively encouraged and reinforced.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1e. Establishing library procedures</p> <p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center. Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are pervasive in the media environment and result in independent patron usage.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>			

Library/Media Specialist EPC Rating Rubrics

2a. Demonstrating knowledge of the curriculum	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect a lack of knowledge of national and state standards.</p> <p>The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect an inconsistent knowledge of national and state standards.</p> <p>The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect knowledge of national and state standards.</p> <p>The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect extensive knowledge of national and state standards.</p> <p>The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Information Literacy and Inquiry-Based Instruction, Trans-literacy Instruction, Instructional Partnership</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>	<p>Possible evidence may include sources such as: collaborative instructional units, media center lesson plans, informational tools (e.g. informational literacy one-shots or pathfinders, Web 2.0) ...</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
<p>2b. Providing instruction to engage students in learning</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Instructional Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation: Components: Information literacy and Inquiry-Based Instruction, Trans-literacy Skills Instruction, Literature Appreciation and Literature-Based Instruction The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>Little or no evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p>Partial evidence exists that the L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p>Adequate evidence exists that the L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p>Significant and varied evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
2c. Incorporating literacy Instruction			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: reading promotion schedules, reading progress-monitoring software such as AR or other reading reports, programming notes, reading lists, book clubs, displays, posters, bulletin boards, book talks, lesson plans, lesson logs, newsletters, surveys, photographs, website, wikis, teacher feedback, participation statistics...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>2d. Supporting the instructional program</p> <p>Little or no evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS does not support the curriculum.</p>	<p>Partial evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS inconsistently supports the curriculum.</p>	<p>Adequate evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>	<p>Significant and varied evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Lesson Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance, Professional Development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

2e. Using data to enhance learning	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS fails to use data to enhance learning.</p>	<p>Partial evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS inconsistently uses data to enhance learning.</p>	<p>Adequate evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.</p>	<p>Significant and varied evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as: program evaluation, needs surveys, usage statistics, state and local assessment data, formative and summative rubrics, student portfolios...</p>			
<ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Lesson Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation: Components: Program Evaluation Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.</p>				

Library/Media Specialist EPC Rating Rubrics

Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation		
<p>Unsatisfactory</p> <p>Little or no evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS fails to develop and provide professional learning opportunities based upon school data.</p>	<p>Adequate evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS frequently develops and provides professional learning opportunities based upon school data.</p>	<p>Significant and varied evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS consistently initiates, develops, and provides varied learning opportunities based upon school data.</p>
<p>2f. Providing professional development based upon school data</p>		
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Professional development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>		
<p>Possible evidence may include sources such as: professional development logs, training resources, collaboration logs, planning calendars, School Improvement Plan (SIP), emails, presentations, in-service agendas, webinars, survey feedback...</p>		

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>
<p>3a. Managing the library collection</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment & Assessment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection. The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection. The L/MS inconsistently uses knowledge of collection development practices. The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection. The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection. The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection. The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection. The collection development has been extensively applied to achieve alignment with current standards.</p>
<p>3b. Demonstrating knowledge of collection development</p>	<p>Possible evidence may include sources such as: needs survey, collection development plan, program evaluation, circulation reports, consideration file; review materials (e.g. <i>VOYA</i>, <i>Library Journal</i>, <i>The Horn Book</i>, <i>School Library Journal</i>, <i>Library Media Connection</i>), websites (e.g. American Library Association, YALSA and AASL), professional development, FAME, wish lists, collection policies, curriculum standards...</p>		
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>
3c. Establishing media programming			
Florida Educator Accomplished Practices:			
<ul style="list-style-type: none"> ● The Learning Environment ● Instructional Delivery and Facilitation 			
Relationship to Exc3el Rubric for Library Program Evaluation:			
<p>Component: Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>3d. Demonstrating knowledge of technological processes and resources</p> <p>Little or no evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p>Partial evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p>Adequate evidence exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software and web tools, and serves as a technological resource specialist for the learning community.</p>	<p>Significant and varied evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools and recognized as a technological resource specialist for the learning community.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: library management system reports, lesson plans, professional development, sign-in sheets, observations, student products, ITV productions, photographs, Shining Star, communication logs, parent technology night, Home Connect, Destiny Quest, school website...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>ISTE NETS-T</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
4a. Promoting the library/media program throughout both the learning community and the public	<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community and maintains contacts with outside libraries.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> ● Continuous Professional Improvement ● Professional Responsibility and Ethical Conduct <p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>	<p>Possible evidence may include sources such as: school and media newsletters, collaboration logs, emails, newspaper articles, flyers...</p>		

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4b. Extracting, interpreting, and sharing data relevant to the media program</p> <p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4c. Participating in professional learning</p> <p>Little or no evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p>Partial evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p>Adequate evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p>Significant and varied evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>Little or no evidence exist that the L/MS demonstrates attention to equity and diversity. Learning opportunities for student management actions are not equitably distributed. Interactions between students and the L/MS are insensitive and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>	<p>Partial evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the L/MS may sometimes be insensitive. An absence of understanding or awareness of cultural differences may exist.</p>	<p>Adequate evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the L/MS are evident. Cultural differences are recognized and respected.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the L/MS are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p>
<p>4d. Attending to equity and diversity</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Professional Responsibility and Ethical Conduct 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced</p>			

Library/Media Specialist EPC Rating Rubrics

	Unsatisfactory	Highly Effective
4e. Professional responsibilities	<p style="text-align: center;">Domain 4: Professional Responsibility and Ethical Conduct</p> <p>Little or no evidence exists that the L/MS meets professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the L/MS meets professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> ● Foundational Principle 3 ● Professional Responsibility and Ethical Conduct <p>Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced</p>	<p>Possible evidence may include sources such as: observations, conversations, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,” discourages plagiarism, and promotes adherence to copyright law, logs, communications ...</p>	

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	5	Stage 1
Library/Media Specialist Absolutes	10%	16	Stage 1
Essential Performance Criteria (EPCs)	37%	60	Stage 1
Student Learning Growth	50%	65	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Raw Points	60 - 50	49 - 29	28 - 16	15 - 0
Evaluation Points	3	2	1	0

Tab 2 Library/Media Specialist Absolutes (10% of Annual Evaluation Rating) Completed by the Administrator/Supervisor with data provided by the Senior Coordinator of Library/Media Services

This form summarizes an employee’s annual progress in meeting the benchmarks established by the Library/Media Specialist Absolutes.

- The points earned for each Absolute calculate automatically and transfer to the **“Interim,” “Stage I,”** and **“Stage II”** evaluation forms
- The Senior Coordinator of Library/Media Services will:
 - Email an employee’s benchmark data to the employee and his or her Administrator/Supervisor prior to the Interim and Stage I Evaluation Conferences
- The Administrator/Supervisor will:
 - Enter and/or update the L/MS data in the **“L/MS Absolutes”** form prior to the Interim and Stage I Evaluation Conferences
 - After entering in data in the **“L/MS Absolutes”** form:
 - **“SAVE”** the evaluation workbook
 - Print the **“L/MS Absolutes”** form

- Meet with the employee to discuss the data provided
- Sign and date the “**L/MS Absolutes**” form (*Employee receives signed copy*)

Tab 3 Worksheet Completed by Administrator/Supervisor

The “**Worksheet**” serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the “**Worksheet.**”

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first “**Feedback Summary**” for a noted deficiency
 2. **“On-Going”** if the “**Feedback Summary**” is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the “**Feedback Summary**” Tab
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC ratings automatically populate in the “**Stage 1 and Stage 2 Evaluation**” forms
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Prior to the Interim Evaluation Conference:
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Enter the Library/Media Specialist Absolute data received from the Senior Coordinator of Library/Media Services in the “**L/MS Absolutes**” form
 - “**SAVE**” the evaluation workbook
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the “**Worksheet**” based upon evidence shared by the employee
 - “**SAVE**” the evaluation workbook
 - Print the “**Interim Evaluation**” form
 - Sign and date the “**Interim Evaluation**” form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee's Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**
 - **In the "Worksheet" the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Enter the Library/Media Specialist Absolute data received from the Senior Coordinator of Library/Media Services in the "L/MS Absolutes" form
 - "SAVE" the evaluation workbook
 - **In the "Stage 1 Evaluation" the Administrator/Supervisor will:**
 - Enter "Comments" related to each Domain and the Stage 1 Evaluation Summary
 - "SAVE" the evaluation workbook
- **Stage 1 Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the "Stage 1 Evaluation" form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee's strengths and areas for improvement
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the "Worksheet" based upon evidence shared by the employee
 - "SAVE" the evaluation workbook
 - Print the "Stage 1 Evaluation" form
 - Sign and date the "Stage 1 Evaluation" form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The "Stage 2 Evaluation" form is an employee's Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters "Comments" related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed

- The current year’s Self-Evaluation ratings are reviewed
- The Administrator/Supervisor explains how the EPC ratings, L/MS Absolutes, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
- Print the “**Stage 2 Evaluation**” form
- Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)



Library/Media Specialist Self-Evaluation							Year	
First Name		Last Name		SAP#		Category		Pre-K
Primary Location				Primary Supervisor				
Directions								
This form summarizes a Library/Media Specialist's reflection of his or her current proficiency of practice on the Library/Media Specialist Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: LEARNING ENVIRONMENT							Rating	Points
1a. Fostering a culture of inquiry, independent reading, and lifelong learning								0
1b. Providing an inviting and accessible environment								0
1c. Creating an environment of respect and rapport								0
1d. Managing student behavior								0
1e. Establishing library procedures								0
Domain 1: Point Summary								0
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION							Rating	Points
2a. Demonstrating knowledge of the curriculum								0
2b. Providing instruction to engage students in learning								0
2c. Incorporating literacy instruction								0
2d. Supporting the instructional program								0
2e. Using data to enhance learning								0
2f. Providing professional development based upon school data								0
Domain 2: Point Summary								0
Domain 3: ADMINISTRATION OF SERVICE							Rating	Points
3a. Managing the library collection								0
3b. Demonstrating knowledge of collection development								0
3c. Establishing media programming								0
3d. Demonstrating knowledge of technological processes and resources								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Promoting the library/media program throughout both the learning community and the public								0
4b. Extracting, interpreting, and sharing data relevant to the media program								0
4c. Participating in professional learning								0
4d. Attending to equity and diversity								0
4e. Professional responsibilities								0
Domain 4: Point Summary								0
Total Points								0

Library/Media Specialist Absolutes							
First	0	Last	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Library/Media Specialist Activity							
1. Attendance at required quarterly L/MS meetings (alternative opportunities: conference attendance, webinars, L/MS share days, Summer L/MS training)							
Attended 1st Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points			0
Attended 2nd Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points			0
Attended 3rd Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points			0
Attended 4th Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points			0
Activity 1: Point Summary							0
2. Meeting Deadlines (Select "Yes" or "No" as appropriate)							
Media Committee Verification Form completed and submitted on-time				Points			0
Magazine Orders completed and submitted on-time (As appropriate)				Points			0
LMM Order completed and submitted on-time				Points			0
Projected Budget Report completed and submitted on-time				Points			0
Barcode Range Report completed and submitted on-time				Points			0
End of Year Inventory Report completed and submitted on-time				Points			0
Activity 2: Point Summary							0
3. Response to Mandatory Requests (Select "Yes" or "No" as appropriate)							
Online Surveys				Points			0
Statistics submitted in a timely manner				Points			0
Activity 3: Point Summary							0
4. Keeping Database up to date in Destiny							
Cataloging kept up to date				Points			0
Access levels kept up to date				Points			0
Set-up completed				Points			0
Activity 4: Point Summary							0
5. In-service of School Media Advisory Committee							
In-service of School Media Advisory Committee conducted (As appropriate)				Points			0
Activity 5: Point Summary							0
Summary: Library/Media Specialist Absolutes Points Earned							
Absolutes: Point Summary							0

Employee's Signature: _____

Supervisor's Signature: _____

Library/Media Specialist Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning		Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Domain 1: LEARNING ENVIRONMENT

EPC 1a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Fostering a culture of inquiry, independent reading, and lifelong learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS lacks positive interactions or does not interact with media patrons.	Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.	Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.	Significant and varied evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Providing an inviting and accessible environment	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use. The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.	Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS seldomly uses physical space that is organized, attractive, or inviting.	Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS appropriately uses physical space that is organized, attractive, and inviting.	Significant and varied evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of respect and rapport	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.	Partial evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.	Adequate evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.	Significant and varied evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons. Interactions among patrons are characteristically considerate.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
EPC 1d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing student behavior	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent.</p> <p>Responses to student misbehaviors are appropriate.</p> <p>Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative.</p> <p>Responses to student misbehaviors are appropriate and subtle.</p> <p>Positive behavior is pervasively encouraged and reinforced.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
EPC 1e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing library procedures	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are pervasive in the media environment result in independent patron usage.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION			
EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of the curriculum	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect a lack of knowledge of national and state standards.</p> <p>The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect an inconsistent knowledge of national and state standards.</p> <p>The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect knowledge of national and state standards.</p> <p>The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect extensive knowledge of national and state standards.</p> <p>The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Providing instruction to engage students in learning	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms, Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Incorporating literacy Instruction	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p>Partial evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p>Adequate evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p>Significant and varied evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Supporting the instructional program	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS supports all facets of the instructional program. The L/MS does not support the curriculum.	Partial evidence exists that the L/MS supports all facets of the instructional program. The L/MS inconsistently supports the curriculum.	Adequate evidence exists that the L/MS supports all facets of the instructional program. The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.	Significant and varied evidence exists that the L/MS supports all facets of the instructional program. The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Using data to enhance learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS uses data to support student-learning needs. The L/MS fails to use data to enhance learning.	Partial evidence exists that the L/MS uses data to support student-learning needs. The L/MS inconsistently uses data to enhance learning.	Adequate evidence exists that the L/MS uses data to support student-learning needs. The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.	Significant and varied evidence exists that the L/MS uses data to support student-learning needs. The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2f.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Providing professional development based upon school data	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS fails to develop and provide professional learning opportunities based upon school data.	Partial evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS occasionally develops and provides professional learning opportunities based upon school data.	Adequate evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS frequently develops and provides professional learning opportunities based upon school data.	Significant and varied evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS consistently initiates, develops, and provides varied learning opportunities based upon school data.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Domain 3: ADMINISTRATION OF SERVICE

EPC 3a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing the library collection	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

EPC 3b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of collection development	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection.</p> <p>The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection.</p> <p>The L/MS inconsistently uses knowledge of collection development practices.</p> <p>The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been extensively applied to achieve alignment with current standards.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

EPC 3c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing media programming	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>

What has been observed that reflects current proficiency on this EPC?
Supervisor's Rationale for EPC Rating
Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 3d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of technological processes and resources	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p>Partial evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p>Adequate evidence exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software, and web tools, and serves as a technological resource specialist for the learning community.</p>	<p>Significant and varied evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools, and is recognized as a technological resource specialist for the learning community.</p>

What has been observed that reflects current proficiency on this EPC?
Supervisor's Rationale for EPC Rating
Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT			
EPC 4a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Promoting the library/media program throughout both the learning community and the public	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community, maintains contacts with outside libraries.</p>	<p>Significant and varied evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS proactively engages in outreach efforts throughout the learning community, establishes contacts with outside libraries, and coordinates efforts for mutual benefit.</p>

What has been observed that reflects current proficiency on this EPC?
Supervisor's Rationale for EPC Rating
Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 4b.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Extracting, interpreting, and sharing data relevant to the media program		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 4c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Participating in professional learning		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p>Partial evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p>Adequate evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p>Significant and varied evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 4d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Attending to equity and diversity		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exist that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities for student management actions are not equitably distributed.</p> <p>Interactions between students and the L/MS are insensitive and/or lacking.</p> <p>An absence of understanding or awareness of cultural differences exists.</p>	<p>Partial evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed.</p> <p>Interactions between students and the L/MS may sometimes be insensitive.</p> <p>An absence of understanding or awareness of cultural differences may exist.</p>	<p>Adequate evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably.</p> <p>Positive interactions between most students and the L/MS are evident.</p> <p>Cultural differences are recognized and respected.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences.</p> <p>Positive interactions between all students and the L/MS are evident.</p> <p>Cultural differences are recognized, respected, and used to enrich instruction.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 4e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Professional responsibilities	0		

Essential Performance Criteria Rating Rubric	
Unsatisfactory/Needs Improvement	Effective/Highly Effective
<p>Little or no evidence exists that the L/MS meets professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the L/MS meets professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Library/Media Specialist Interim Evaluation									
First Name	0		Last Name	0		SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0		Supervisor	0	
Evaluation Conference Dates									
Planning	1/0/1900		Interim			Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating									
<i>(50% of Interim Performance Evaluation Rating)</i>									
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points		
						Unsatisfactory			
Student Learning Growth Rating Conversion Table									
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory			
81 - 67		66 - 40		39 - 21		20 - 0			
Instructional Practice									
<i>(50% of Interim Performance Evaluation Rating)</i>									
Domain 1: LEARNING ENVIRONMENT						Rating	Points		
1a. Fostering a culture of inquiry, independent reading, and lifelong learning						0	0		
1b. Providing an inviting and accessible environment						0	0		
1c. Creating an environment of respect and rapport						0	0		
1d. Managing student behavior						0	0		
1e. Establishing library procedures						0	0		
						Domain 1: Point Summary		0	
Comments									
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION						Rating	Points		
2a. Demonstrating knowledge of the curriculum						0	0		
2b. Providing instruction to engage students in learning						0	0		
2c. Incorporating literacy instruction						0	0		
2d. Supporting the instructional program						0	0		
2e. Using data to enhance learning						0	0		
2f. Providing professional development based upon school data						0	0		
						Domain 2: Point Summary		0	
Comments									
Domain 3: ADMINISTRATION OF SERVICE						Rating	Points		
3a. Managing the library collection						0	0		
3b. Demonstrating knowledge of collection development						0	0		
3c. Establishing media programming						0	0		
3d. Demonstrating knowledge of technological processes and resources						0	0		
						Domain 3: Point Summary		0	
Comments									
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points		
4a. Promoting the library/media program throughout both the learning community and the public						0	0		
4b. Extracting, interpreting, and sharing data relevant to the media program						0	0		
4c. Participating in professional learning						0	0		
4d. Attending to equity and diversity						0	0		
4e. Professional responsibilities						0	0		
						Domain 4: Point Summary		0	
Comments									
Library/Media Specialist Absolutes Point Summary							Points		
							Library/Media Specialist Absolutes		0
Comments									

Self-Evaluation Point Summary		Self-Evaluation	Points
			0
Interim Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		Unsatisfactory	0
Instructional Practice		Unsatisfactory	0
Interim: Rating and Point Summary		Unsatisfactory	0
Interim Evaluation Rating Table			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
162 - 134	133 - 79	78 - 42	41 - 0
Comments			

Employee's Signature: _____

Supervisor's Signature: _____

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Library/Media Specialist Stage 1 Evaluation											
First Name	0			Last Name	0			SAP#	0	Year	0
Category	0	Pre-K	0	Location	0			Supervisor	0		
Evaluation Conference Dates											
Planning	1/0/1900		Interim	1/0/1900		Stage 1			Stage 2	1/0/1900	
Student Learning Growth											
<i>(50% of Annual Performance Evaluation Rating)</i>											
Student Learning Growth Rating (Not Applicable for Stage 1)								Overall SLG Rating	Total SLG Points		
								N/A	N/A		
Student Learning Growth Rating Table											
Highly Effective			Effective			Needs Improvement/Developing		Unsatisfactory			
81 - 67			66 - 40			39 - 21		20 - 0			
Instructional Practice											
<i>(50% of Annual Performance Evaluation Rating)</i>											
Domain 1: LEARNING ENVIRONMENT								Rating	Points		
1a. Fostering a culture of inquiry, independent reading, and lifelong learning								0	0		
1b. Providing an inviting and accessible environment								0	0		
1c. Creating an environment of respect and rapport								0	0		
1d. Managing student behavior								0	0		
1e. Establishing library procedures								0	0		
Domain 1: Point Summary								0			
Comments											
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION								Rating	Points		
2a. Demonstrating knowledge of the curriculum								0	0		
2b. Providing instruction to engage students in learning								0	0		
2c. Incorporating literacy instruction								0	0		
2d. Supporting the instructional program								0	0		
2e. Using data to enhance learning								0	0		
2f. Providing professional development based upon school data								0	0		
Domain 2: Point Summary								0			
Comments											
Domain 3: ADMINISTRATION OF SERVICE								Rating	Points		
3a. Managing the library collection								0	0		
3b. Demonstrating knowledge of collection development								0	0		
3c. Establishing media programming								0	0		
3d. Demonstrating knowledge of technological processes and resources								0	0		
Domain 3: Point Summary								0			
Comments											
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT								Rating	Points		
4a. Promoting the library/media program throughout both the learning community and the public								0	0		
4b. Extracting, interpreting, and sharing data relevant to the media program								0	0		
4c. Participating in professional learning								0	0		
4d. Attending to equity and diversity								0	0		
4e. Professional responsibilities								0	0		
Domain 4: Point Summary								0			
Comments											
Library/Media Specialist Absolutes Point Summary									Points		
Library/Media Specialist Absolutes									0		
Comments											

Self-Evaluation Point Summary			Points
			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		N/A	N/A
Instructional Practice		Unsatisfactory	0
Stage 1: Point Summary			0
Annual Performance Evaluation Rating Table (Stage 2)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
162 - 134	133 - 79	78 - 42	41 - 0
Comments			

Employee's Signature: _____

Supervisor's Signature: _____

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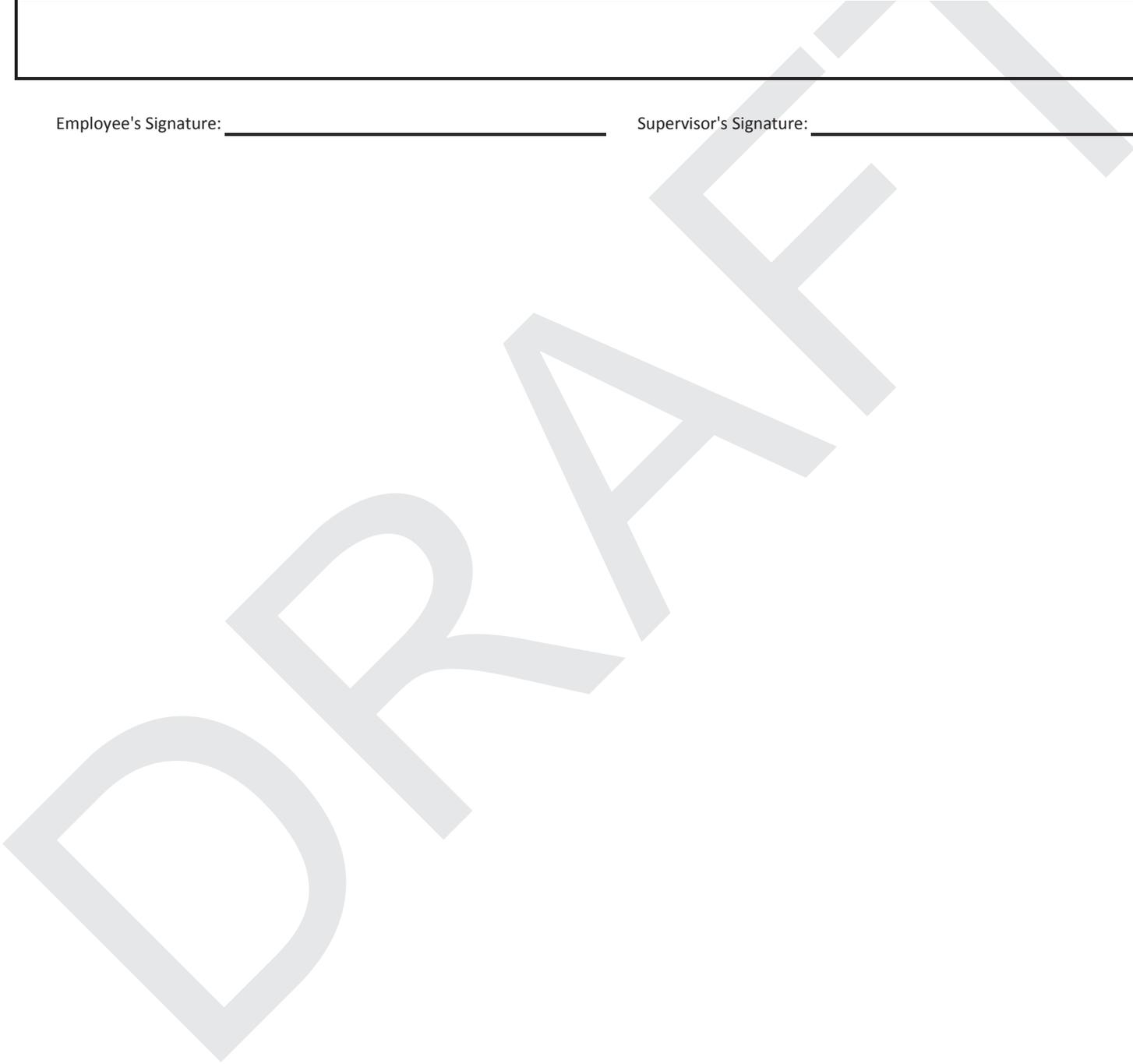
Library/Media Specialist Stage 2 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
81 - 67		66 - 40		39 - 21		20 - 0	
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: LEARNING ENVIRONMENT						Rating	Points
1a. Fostering a culture of inquiry, independent reading, and lifelong learning						0	0
1b. Providing an inviting and accessible environment						0	0
1c. Creating an environment of respect and rapport						0	0
1d. Managing student behavior						0	0
1e. Establishing library procedures						0	0
Domain 1: Point Summary						0	
Comments							
0							
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION						Rating	Points
2a. Demonstrating knowledge of the curriculum						0	0
2b. Providing instruction to engage students in learning						0	0
2c. Incorporating literacy instruction						0	0
2d. Supporting the instructional program						0	0
2e. Using data to enhance learning						0	0
2f. Providing professional development based upon school data						0	0
Domain 2: Point Summary						0	
Comments							
0							
Domain 3: ADMINISTRATION OF SERVICE						Rating	Points
3a. Managing the library collection						0	0
3b. Demonstrating knowledge of collection development						0	0
3c. Establishing media programming						0	0
3d. Demonstrating knowledge of technological processes and resources						0	0
Domain 3: Point Summary						0	
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Promoting the library/media program throughout both the learning community and the public						0	0
4b. Extracting, interpreting, and sharing data relevant to the media program						0	0
4c. Participating in professional learning						0	0
4d. Attending to equity and diversity						0	0
4e. Professional responsibilities						0	0
Domain 4: Rating and Point Summary						0	
Comments							
0							
Library/Media Specialist Absolutes Point Summary						Points	
						Library/Media Specialist Absolutes	0
Comments							

Self-Evaluation Point Summary		Points	
Self-Evaluation		0	
Annual Performance Evaluation Rating and Point Summary		Points	
Student Learning Growth		0	
Instructional Practice		0	
Stage 2: Rating and Point Summary		Points	
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
162 - 134	133 - 79	78 - 42	41 - 0
Comments			

Employee's Signature: _____

Supervisor's Signature: _____



Library/Media Specialist Feedback Summary

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: LEARNING ENVIRONMENT							
1a. Fostering a culture of inquiry, independent reading, and lifelong learning							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1b. Providing an inviting and accessible environment							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1c. Creating an environment of respect and rapport							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1d. Managing student behavior							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1e. Establishing library procedures							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION							
2a. Demonstrating knowledge of the curriculum							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2b. Providing instruction to engage students in learning							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2c. Incorporating literacy instruction							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0

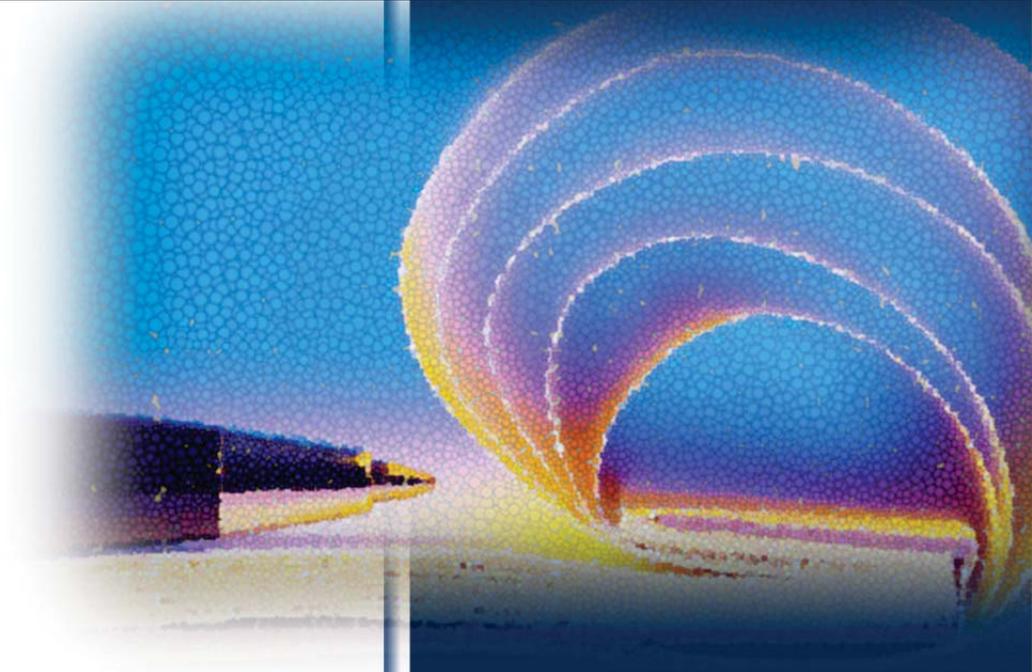
2d. Supporting the instructional program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2e. Using data to enhance learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2f. Providing professional development based upon school data		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 3: ADMINISTRATION OF SERVICE		
3a. Managing the library collection		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b. Demonstrating knowledge of collection development		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c. Establishing media programming		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3d. Demonstrating knowledge of technological processes and resources		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT		
4a. Promoting the library/media program throughout both the learning community and the public		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b. Extracting, interpreting, and sharing data relevant to the media program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Participating in professional learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d. Attending to equity and diversity		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4e. Professional responsibilities		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

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Non-Classroom Teacher Evaluation System



NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1a. Demonstrating knowledge of current trends in specialty area and professional development</p> <p>Little or no evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and often incorporates research-based practices into adult education.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence:</p> <p>Professional development plans, Professional development agendas, Professional development evaluations, administrative conversations with the NCT, implementation of Professional development, observation of Professional development, PLCs...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program</p>	<p>Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities. The NCT does not seek to understand the skills required in implementing the school's/district's priorities.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities. The NCT consistently works to influence the implementation of the school/district programs and seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities. The NCT maximizes opportunities to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence: Mentoring log, coach's log, daily calendar, evidence of data analysis, data chat records, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 1: Planning and Preparation				
<p>1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served</p>	<p>Little or no evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served.</p> <p>The NCT does not consult with administrators and colleagues in the development of instructional support goals.</p>	<p>Partial evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT seldom consults with administrators and colleagues in the development of instructional support goals.</p>	<p>Adequate evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT consults with administrators and colleagues in the development of instructional support goals.</p>	<p>Significant and varied evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.</p>
Florida Educator Accomplished Practices:				
<ul style="list-style-type: none"> • Continuous Professional Improvement 				
<p>Possible Evidence: NCT goal form, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1d. Demonstrating knowledge and application of resources</p> <p><u>Little or no</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT does not seek out resources based on the applicability to a need.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT misses opportunities to provide resources based on the applicability to a need.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT frequently seeks out resources based on the applicability to a need.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT strategically seeks out resources based on the applicability to a need.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principal 2 	<p>Possible Evidence:</p> <p>NCT goal form, Use of current technology, administrative conversation with NCT, oral/written communication, coach's log, training materials...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1e. Planning and integrating the instructional support program with the overall school/district priorities</p> <p>Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program lacks integration between school/district priorities and changing circumstances.</p>	<p>Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits limited integration between school/district priorities and changing circumstances.</p>	<p>Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.</p>	<p>Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>NCT goal form, School Improvement Plan, District Strategic Plan, administrative conversation with NCT, written/oral communications, calendar, coach's log...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1f. Developing a plan to evaluate the instructional support program</p> <p>Little or no evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p>Partial evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p>Adequate evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has sources of evidence. The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p>Significant and varied evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has multiple and defined sources of evidence. The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 			
<p>Possible Evidence: NCT goal form, District Strategic Plan, School Improvement Plan, administrative conversation with NCT, administrator/NCT data chat, reflection journal...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
2a. Creating an environment of trust, respect, and rapport	<p>Little or no evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Partial evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Adequate evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Foundational Principle 1 <p>Possible Evidence: Administrative conversations with the NCT, observation, feedback forms, oral/written communication, NCT goal form...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
<p>2b. Promoting a culture for continuous professional learning</p> <p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is occasionally encouraged. The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is consistently encouraged. The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>	<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is consistently encouraged. The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence: Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
2c. Managing procedures and routines in the job related environment	<p>Little or no evidence exists that the NCTs has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.</p>	<p>Partial evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.</p>	<p>Adequate evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence: Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
<p>2d. Organizing and managing physical space</p> <p>Little or no evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space impedes the learning process or activity.</p>	<p>Partial evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space does little to facilitate the learning process or activity.</p>	<p>Adequate evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for the learning process.</p> <p>The physical space is organized to facilitate the learning process or activity.</p>	<p>Significant and varied evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity.</p> <p>The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity and accommodate a variety of needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form...</p>		

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3a. Collaborating with the purpose of improving student, school, or district performance	<p>Little or no evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is lacking for the purpose of improving performance.</p>	<p>Partial evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is occasionally used for the purpose of improving performance.</p>	<p>Adequate evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is frequently used for the purpose of improving performance.</p>	<p>Significant and varied evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is varied and consistent with the purpose of improving performance.</p>
	Florida Educator Accomplished Practices <ul style="list-style-type: none"> • Instructional Delivery and Facilitation 	<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms....</p>		

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3b. Locating resources for others to enhance the instructional support program	<p>Little or no evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p>Partial evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p>Adequate evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p>Significant and varied evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>
Florida Educator Accomplished Practices:	<ul style="list-style-type: none"> Instructional Delivery and Facilitation 			
	<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>			

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3c. Demonstrating flexibility and responsiveness	<p>Little or no evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p>Partial evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p>Adequate evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p>Significant and varied evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>
Florida Educator Accomplished Practices:				
<ul style="list-style-type: none"> Instructional Delivery and Facilitation 				
Possible Evidence:				
Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4a. Generating and submitting reports following established procedures</p> <p>Little or no evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are rarely submitted on time. Data is not maintained accurately.</p>	<p>Partial evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are infrequently submitted in a timely manner. Data is maintained with some degree of accuracy.</p>	<p>Adequate evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are submitted in a timely manner. Data is maintained accurately.</p>	<p>Significant and varied evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are submitted in a timely manner. Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 			
<p>Possible Evidence: Job appropriate reports, assessment data, applicable logs, School Improvement Plan, narrative reports, surveys, administrative conversations with the NCT and applicable meeting notes...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 4: Professional Responsibilities and Ethical Conduct				
4b. Collaborating work with external stakeholders to improve student, school, or district performance	<p>Little or no evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p>Partial evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p>Adequate evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p>Significant and varied evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation <p>Possible Evidence: Appropriate logs, oral/written communication, administrative conversations with the NCT, applicable programmatic data, observations, and meeting minutes...</p>				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 3 Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Stakeholder feedback forms, appropriate logs, oral/written communication, observations, administrative conversations with the NCT, meeting minutes, and presentation materials...</p>		

4c. Communicating clearly and accurately with internal and external stakeholders

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4d. Individual continuous professional improvement</p> <p><u>Little or no</u> evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are rarely taken advantage of. Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are participated in when directed. Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are sought in order to stay current with related content and pedagogy. Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are independently sought in order to stay current with related content and pedagogy. Completion and implementation of professional learning with fidelity and quality is consistent. The NCT initiates activities that contribute to the learning of peers.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence: Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement	Effective/Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct	
<p>4e. Professional responsibilities</p> <p>Little or no evidence exists that the non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Foundational Principle 3 ● Professional Responsibility and Ethical Conduct 	<p>Possible Evidence:</p> <p>Observation, conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida” ...</p>

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement <p>Possible Evidence: Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	8	Stage 1
Essential Performance Criteria (EPCs)	40%	54	Stage 1
Student Learning Growth	50%	65	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	54 - 45	44 - 26	25 - 14	13 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **“SAVE”** the evaluation workbook
 - **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
 - **“SAVE”** the evaluation workbook
- **Stage 1 Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

Non-Classroom Teacher Self-Evaluation								Year	
First Name		Last Name		SAP#		Category		Pre-K	
Primary Location				Primary Supervisor					
Directions									
This form summarizes a Non-Classroom Teacher's reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.									
Domain 1: PLANNING AND PREPARATION								Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development									0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program									0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served									0
1d. Demonstrating knowledge and application of resources									0
1e. Planning and integrating the instructional support program with the overall school/district priorities									0
1f. Developing a plan to evaluate the instructional support program									0
Domain 1: Point Summary									0
Domain 2: THE LEARNING ENVIRONMENT								Rating	Points
2a. Creating an environment of trust, respect, and rapport									0
2b. Promoting a culture for continuous professional learning									0
2c. Managing procedures and routines in the job related environment									0
2d. Organizing and managing physical space									0
Domain 2: Point Summary									0
Domain 3: DELIVERY OF SERVICE								Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance									0
3b. Locating resources for others to enhance the instructional support program									0
3c. Demonstrating flexibility and responsiveness									0
Domain 3: Point Summary									0
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT								Rating	Points
4a. Generating and submitting reports following established procedures									0
4b. Collaborating work with external stakeholders to improve student, school, or district performance									0
4c. Communicating clearly and accurately with internal and external stakeholders									0
4d. Individual continuous professional improvement									0
4e. Professional responsibilities									0
Domain 4: Point Summary									0
Total Points									0

Non-Classroom Teacher Individual Goal

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Identified Focus Area(s)

Identified EPC or Domain for Focus Area	
Supplementary EPC or Domain identified for Focus Area	
Supplementary EPC or Domain identified for Focus Area	
Supplementary EPC or Domain identified for Focus Area	

Goal Statement

Individual/Unit Goal:	nc
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Domain 1: PLANNING AND PREPARATION

EPC 1a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of current trends in specialty area and professional development	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.	Partial evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.	Adequate evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development. The NCT is aware of contemporary research and often incorporates research-based practices into adult education.	Significant and varied evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development. The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities. The NCT does not seek to understand the skills required in implementing the school's/district's priorities.	Partial evidence exists that the NCT demonstrates knowledge to implement of the school's/district's programs. Time allocation reflects inconsistent familiarity with the school's/district's programs and priorities. Schedule reflects insufficient flexibility in response to changing priorities. The NCT seldom seeks to understand the skills required in implementing the school's/district's priorities.	Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities. The NCT consistently works to influence the implementation of the school /district programs and seeks to understand the skills required in implementing the school's/district's priorities.	Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities. The NCT maximizes their opportunity to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served. The NCT does not consult with administrators and colleagues in the development of instructional support goals.	Partial evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served. The NCT seldom consults with administrators and colleagues in the development of instructional support goals.	Adequate evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served. The NCT consults with administrators and colleagues in the development of instructional support goals.	Significant and varied evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served. The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status	
EPC 1d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge and application of resources	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge and application of resources.	Partial evidence exists that the NCT demonstrates knowledge and application of resources.	Adequate evidence exists that the NCT demonstrates knowledge and application of resources.	Significant and varied evidence exists that the NCT demonstrates knowledge and application of resources.
Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.
The NCT does not seek out resources based on the applicability to a need.	The NCT misses opportunities to provide resources based on the applicability to a need.	The NCT frequently seeks out resources based on the applicability to a need.	The NCT strategically seeks out resources based on the applicability to a need.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status	
EPC 1e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Planning and integrating the instructional support program with the overall school/district priorities	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.
The instructional support program lacks integration between school/district priorities and changing circumstances.	The instructional support program exhibits limited integration between school/district priorities and changing circumstances.	The instructional support program exhibits integration between school/district priorities and changing circumstances.	The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.
		The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.	The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status	
EPC 1f.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Developing a plan to evaluate the instructional support program	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p>Partial evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p>Adequate evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has sources of evidence.</p> <p>The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p>Significant and varied evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has multiple and defined sources of evidence.</p> <p>The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Domain 2: THE LEARNING ENVIRONMENT

EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of trust, respect, and rapport	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Partial evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Adequate evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Significant and varied evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Promoting a culture for continuous professional learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is occasionally encouraged.</p> <p>The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>	<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback			Status
EPC 2c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing procedures and routines in the job related environment		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCTs has established procedures and routines for managing the job related environment. Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.	Partial evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.	Adequate evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.	Significant and varied evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity is maximized due to the consistent use of procedures and routines needed to complete job related tasks properly.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 2d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Organizing and managing physical space		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space impedes the learning process or activity.	Partial evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space does little to facilitate the learning process or activity.	Adequate evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space is accessible and inclusive for the learning process. The physical space is organized to facilitate the learning process or activity.	Significant and varied evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity. The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity to accommodate a variety of needs.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
Domain 3: DELIVERY OF SERVICE				
EPC 3a.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Collaborating with the purpose of improving student, school, or district performance		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is lacking for the purpose of improving performance.	Partial evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is occasionally used for the purpose of improving performance.	Adequate evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is frequently used for the purpose of improving performance.	Significant and varied evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is varied and consistent with the purpose of improving performance.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				

Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

EPC 3b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Locating resources for others to enhance the instructional support program	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p>Partial evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p>Adequate evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p>Significant and varied evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

EPC 3c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsiveness	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p>Partial evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p>Adequate evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p>Significant and varied evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT

EPC 4a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Generating and submitting reports following established procedures	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are rarely submitted on time.</p> <p>Data is not maintained accurately.</p>	<p>Partial evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal ...aining logs, DNCT goal form ...reports are infrequently submitted in a timely manner.</p> <p>Data is maintained with some degree of accuracy.</p>	<p>Adequate evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately.</p>	<p>Significant and varied evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4b.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Collaborating work with external stakeholders to improve student, school, or district performance		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p>Partial evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p>Adequate evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p>Significant and varied evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Communicating clearly and accurately with internal and external stakeholders		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Individual continuous professional improvement		0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are rarely taken advantage of.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are participated in when directed.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are independently sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p> <p>The NCT initiates activities that contribute to the learning of peers.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 4e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Professional responsibilities	0		

Essential Performance Criteria Rating Rubric	
Unsatisfactory/Needs Improvement	Effective/Highly Effective
<p>Little or no evidence exists that the designated non-classroom teacher meets professional responsibilities as related to "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the designated non-classroom teacher meets professional responsibilities as related to "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

INDIVIDUAL GOAL

INTERIM REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating
Identified EPC or Domain for Focus Area	0				
Supplementary EPC or Domain for Focus Area	0				
Supplementary EPC or Domain for Focus Area	0				
Supplementary EPC or Domain for Focus Area	0				

Goal Statement

Individual/Unit Goal	nc
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Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

STAGE I REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating

Identified EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0

Goal Statement

Individual/Unit Goal	nc
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Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

Non-Classroom Teacher Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
66 - 55		54 - 32		31 - 17		16 - 0	
Instructional Practice							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development						0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program						0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served						0	0
1d. Demonstrating knowledge and application of resources						0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities						0	0
1f. Developing a plan to evaluate the instructional support program						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of trust, respect, and rapport						0	0
2b. Promoting a culture for continuous professional learning						0	0
2c. Managing procedures and routines in the job related environment						0	0
2d. Organizing and managing physical space						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: DELIVERY OF SERVICE						Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance						0	0
3b. Locating resources for others to enhance the instructional support program						0	0
3c. Demonstrating flexibility and responsiveness						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Generating and submitting reports following established procedures						0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance						0	0
4c. Communicating clearly and accurately with internal and external stakeholders						0	0
4d. Individual continuous professional improvement						0	0
4e. Professional responsibilities						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
132 - 110		109 - 65		64 - 34		33 - 0	
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Stage 1 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	1/0/1900
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Student Learning Growth

(50% of Annual Performance Evaluation Rating)

Student Learning Growth Rating (Not Applicable for Stage 1)

Overall SLG Rating	Total SLG Points
N/A	N/A

Student Learning Growth Rating Table

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
66 - 55	54 - 32	31 - 17	16 - 0

Instructional Practice

(50% of Annual Performance Evaluation Rating)

Domain 1: PLANNING AND PREPARATION	Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development	0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	0	0
1d. Demonstrating knowledge and application of resources	0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities	0	0
1f. Developing a plan to evaluate the instructional support program	0	0
Domain 1: Point Summary		0

Comments

Domain 2: THE LEARNING ENVIRONMENT	Rating	Points
2a. Creating an environment of trust, respect, and rapport	0	0
2b. Promoting a culture for continuous professional learning	0	0
2c. Managing procedures and routines in the job related environment	0	0
2d. Organizing and managing physical space	0	0
Domain 2: Point Summary		0

Comments

Domain 3: DELIVERY OF SERVICE	Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance	0	0
3b. Locating resources for others to enhance the instructional support program	0	0
3c. Demonstrating flexibility and responsiveness	0	0
Domain 3: Point Summary		0

Comments

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT	Rating	Points
4a. Generating and submitting reports following established procedures	0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance	0	0
4c. Communicating clearly and accurately with internal and external stakeholders	0	0
4d. Individual continuous professional improvement	0	0
4e. Professional responsibilities	0	0
Domain 4: Point Summary		0

Comments

Individual Goal Rating and Point Summary

Individual Goal	Rating	Points
	0	0

Comments

Self-Evaluation Point Summary

Self-Evaluation	Points
	0

Annual Performance Evaluation Rating and Point Summary

Student Learning Growth	Rating	Points
	N/A	N/A
Instructional Practice	Rating	Points
	Unsatisfactory	0
Stage 1: Point Summary		0

Annual Performance Evaluation Rating Table (Stage 2)

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
132 - 110	109 - 65	64 - 34	33 - 0

Comments

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Stage 2 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
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Student Learning Growth

(50% of Annual Performance Evaluation Rating)

Student Learning Growth Rating				Overall SLG Rating	Total SLG Points
				Unsatisfactory	

Student Learning Growth Rating Table

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
66 - 55	54 - 32	31 - 17	16 - 0

Instructional Practice

(50% of Annual Performance Evaluation Rating)

Domain 1: PLANNING AND PREPARATION	Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development	0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	0	0
1d. Demonstrating knowledge and application of resources	0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities	0	0
1f. Developing a plan to evaluate the instructional support program	0	0
Domain 1: Point Summary		0

Comments

0

Domain 2: THE LEARNING ENVIRONMENT	Rating	Points
2a. Creating an environment of trust, respect, and rapport	0	0
2b. Promoting a culture for continuous professional learning	0	0
2c. Managing procedures and routines in the job related environment	0	0
2d. Organizing and managing physical space	0	0
Domain 2: Point Summary		0

Comments

0

Domain 3: DELIVERY OF SERVICE	Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance	0	0
3b. Locating resources for others to enhance the instructional support program	0	0
3c. Demonstrating flexibility and responsiveness	0	0
Domain 3: Point Summary		0

Comments

0

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT	Rating	Points
4a. Generating and submitting reports following established procedures	0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance	0	0
4c. Communicating clearly and accurately with internal and external stakeholders	0	0
4d. Individual continuous professional improvement	0	0
4e. Professional responsibilities	0	0
Domain 4: Rating and Point Summary		0

Comments

0

Individual Goal Rating and Point Summary

Individual Goal	Rating	Points
	0	0

Comments

0

Self-Evaluation Point Summary

Self-Evaluation	Points
	0

Annual Performance Evaluation Rating and Point Summary

Annual Performance Evaluation Rating	Rating	Points
Student Learning Growth	Unsatisfactory	0
Instructional Practice	Unsatisfactory	0
Stage 2: Rating and Point Summary	Unsatisfactory	0

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
132 - 110	109 - 65	64 - 34	33 - 0

Comments

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Feedback Summary

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: PLANNING AND PREPARATION							
1a. Demonstrating knowledge of current trends in specialty area and professional development							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
1d. Demonstrating knowledge and application of resources							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
1e. Planning and integrating the instructional support program with the overall school/district priorities							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
1f. Developing a plan to evaluate the instructional support program							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0
Domain 2: THE LEARNING ENVIRONMENT							
2a. Creating an environment of trust, respect, and rapport							
Date	Specific & Actionable Feedback						Status
1/0/1900							0
1/0/1900							0
1/0/1900							0

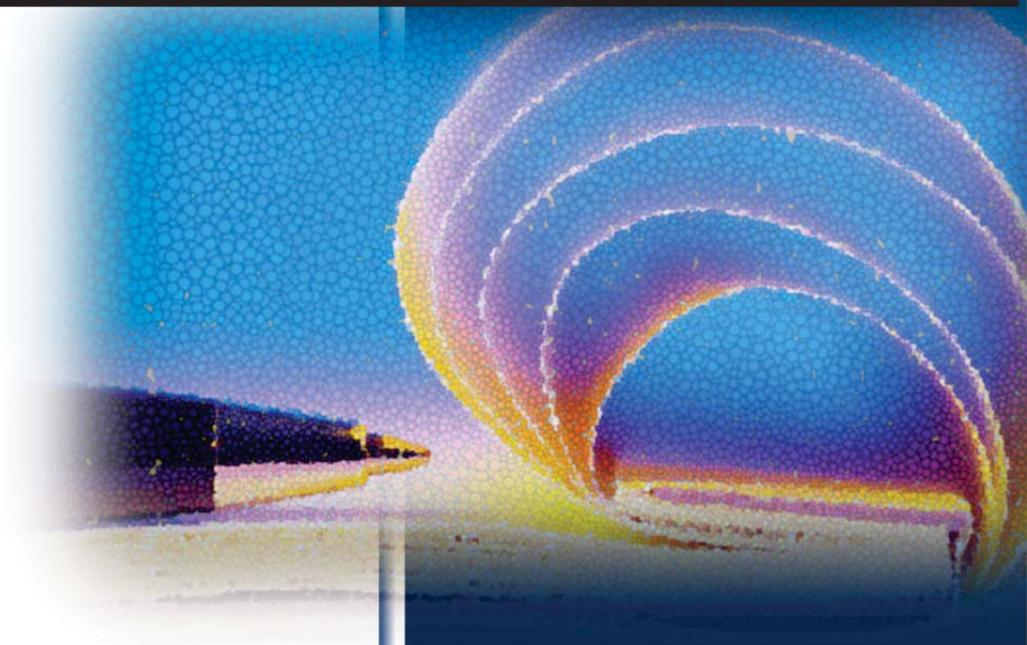
2b. Promoting a culture for continuous professional learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2c. Managing procedures and routines in the job related environment		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2d. Organizing and managing physical space		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 3: DELIVERY OF SERVICE		
3a. Collaborating with the purpose of improving student, school, or district performance		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b. Locating resources for others to enhance the instructional support program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c. Demonstrating flexibility and responsiveness		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT		
4a. Generating and submitting reports following established procedures		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Communicating clearly and accurately with internal and external stakeholders		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d. Individual continuous professional improvement		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4e. Professional responsibilities		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

DRAFT

School Counselor Evaluation System



School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1a. Demonstrating knowledge of theory, techniques, and child and adolescent development</p> <p>Little or no evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve the guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p>Partial evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor sporadically displays limited knowledge of counseling theory and techniques.</p> <p>The school counselor rarely utilizes research-based practices to improve the guidance program and services.</p> <p>The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.</p>	<p>Adequate evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>	<p>Significant and varied evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve the guidance program and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 2 • Instructional Design & Lesson Planning <p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1a • American School Counseling Association (ASCA) Competencies: I-A-8; I-B-1; III-A-2 • Polk County Developmental Guidance Plan-PSD-5 	<p>Possible evidence may include sources such as:</p> <p>Informal observations, conversations between administrator and counselor, department/leadership team meetings, review of documents, feedback from stakeholders...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> • What counseling practices have you applied to enhance your comprehensive guidance program? • Are there any evidenced-based practices that you are utilizing in your developmental guidance program? • Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	<p>Little or no evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p>Partial evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for the guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>	<p>Adequate evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for the guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>	<p>Significant and varied evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for the guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <ul style="list-style-type: none"> Instructional Design & Lesson Planning Foundation Principle 1 			
Evidence-Based Professional Standards:	<ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1c ASCA Competencies: III-B-1; III-B-1b; III-B-4b; IV-C-2; V-A-1; V-B-1; V-B-1b; V-B-1b ASCA National Model -Standard 10 Florida's School Counseling Framework-Florida Department of Education (DOE)-2010, Chapter 2, p. 13-15 			
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, evaluative instrument, feedback from families/students/school staff, conversations between administrator and counselor...</p>			
EPC Questions:	<ul style="list-style-type: none"> What strategies have you developed for implementation of the District Developmental Guidance Plan? How did you evaluate the outcome of your counseling services and/or program? 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Demonstrating knowledge of resources	<p><u>Little or no</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p><u>Partial</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, and/or school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p><u>Adequate</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, and/or school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school, district, and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents, and school staff access relevant community resources/services.</p>
	<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Foundation Principle 2 • Instructional Design & Lesson Planning • Instructional Delivery & Facilitation <p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p.142, 1d • ASCA Competencies: III-B-3; III-B-3a; III-3-3b; III-B-3c; III-B-3f; III-B-3h; III-B-3i • Polk Developmental Guidance Plan--PSD-9 • Florida's School Counseling Framework- Standard 4 	<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, feedback from families/students/school staff, conversations between administrator and counselor...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> • What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families? • Describe a situation in which you collaborated or linked a family or student with community resources. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	<p><u>Little or no</u> evidence exists that the school counselor creates an environment of respect and rapport.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p><u>Partial</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p><u>Adequate</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <p>The counselor’s calendar, a communication notebook, formal/informal observations, sign-in sheets for teachers and students, email to school staff and/or parents regarding meetings, notes in student agendas or folders, telephone log sheets...</p>			
Evidence-Based Professional Standards:	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning. 			
<ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 143 ASCA National Competencies 1.A.6 ASCA National Polk Developmental Guidance Plan-AD-1, PSD-4 Florida’s School Counseling Framework- Standard 1 				

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
2b. Managing procedures: record keeping, time management, organization, following district policies	<p><u>Little or no</u> evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions...</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p><u>Partial</u> evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p><u>Adequate</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, and applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <ul style="list-style-type: none"> Calendar, email, informal observations, records, participation in district committees and training... 			
Evidence-Based Professional Standards:	<p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? How do you prepare for each day? Do you feel you are punctual for meetings and with accountability paperwork? 			
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 			
	<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.1.1-F & J; 7.1.2E Florida's School Counseling Framework-Standard 9 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Environment			
<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
<p>2c. Managing behavior and compliance</p>	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.2.1 D, Polk Developmental Guidance Plan-PSD-5 Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 144 Florida’s School Counseling Framework, Standard 8 	<p>Possible evidence may include sources such as:</p> <p>Professional development on behavior management, faculty presentations, informal observation, crisis intervention logs, group expectations, social skills groups/training, participation in groups, {i.e. District Crisis Team, Problem Solving/Response to Intervention (PS/Rtl), Positive Behavior Support (PBS)}...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome? How have you used techniques from professional development to enhance your comprehensive guidance program? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Environment			
<p>2d. Organizing work environment and resources</p> <p><u>Little or no</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p><u>Partial</u> evidence that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities.</p> <p>The school counselor has a limited understanding of available resources or suitable practices.</p>	<p><u>Adequate</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practices.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practices.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Design and Lesson Planning <p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Competencies IVA-4, IV B-1 Florida's School Counseling Framework, Standard 1, 5, 9 	<p>Possible evidence may include sources such as:</p> <p>Informal observations by administrators, conversations with administrators, in-service agendas, professional development, local resource guides/files, community feedback, Outlook calendar notices...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> Describe your organizational mechanisms/techniques that relate to the school's counseling program. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Demonstrating flexibility and responsibility	<p><u>Little or no</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p><u>Partial</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p><u>Adequate</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies the counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 3 • The Learning Environment <p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 146, 3 e • ASCA Competencies: 1-B-1, 1-B-1d • Florida School Counseling Framework: Standard 2 	<p>Possible evidence may include sources such as:</p> <p>Pre/post surveys, Informal observations, conversations, student data records, staff surveys and consultations, Comprehensive Guidance Plan...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> • How do you use your needs assessment data to improve your school counseling program? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>3b. Needs assessment gathering information to develop a school counseling program</p> <p><u>Little or no</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p><u>Partial</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p><u>Adequate</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive, adaptive school counseling program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Assessment ● Instructional Design and Lesson Planning 			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ● Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145, 3 a ● ASCA Competencies: V-B-1 through V-B-1i ● Florida School Counseling Framework: Standard 7 ● Gysbers, Norman C. & Henderson, Patricia, <i>Developing and Managing Your School Guidance Program</i>. 			
<p>Possible evidence may include sources such as:</p> <p>Needs assessment sample, needs assessment data, pre/post surveys, informal observations, conversations, student data records, staff surveys and consultations...</p>			
<p>EPC Questions:</p> <ul style="list-style-type: none"> ● Describe how you have used data (generated from a school wide needs assessment) to develop and assess your school counseling program. 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment</p>	<p><u>Little or no</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p><u>Adequate</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Assessment 	<p>Possible evidence may include sources such as: Needs assessment sample, needs assessment data, Comprehensive Guidance Plan, pre/post surveys, observations, conversations, student data records, staff surveys, consultations, counselor internal records, counselor calendar, student sign-in sheet, parent phone log, "Mission, Elements, Analyze, Stakeholders-Unite, Educate" (MEASURE)...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ● ASCA Competencies: V-B-1 through V-B-1i ● Florida School Counseling Framework: Standard 7 ● Mission, Elements, Analyze, Stakeholders-Unite, Educate (MEASURE)-Dahir, C. & Stone, C., <i>School Counselor Accountability: A MEASURE of Success.</i> 	<p>EPC Questions:</p> <ul style="list-style-type: none"> ● How do you use data to evaluate the outcome of your school counseling program and services? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3d. Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs	<p><u>Little or no</u> evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p><u>Partial</u> evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p><u>Adequate</u> evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p> <p>The school counselor recognizes and seeks out students who are in need of additional services.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <p>Informal observations, conversations, student data records, staff surveys and consultations, e-PEP 4-year plans, choices, registration information and handouts, counselor logs, newsletter, website, Great American Teach-In, career exploration programs...</p>			
<ul style="list-style-type: none"> Instructional Delivery and Facilitation Foundation Principle 3 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation / example in which you facilitated the age-appropriate services (1. Academic, 2. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels. What type of management tools do you utilize in your guidance program? What procedures and/or methods do you use to customize plans/awareness for the needs of students? 			
Evidence-Based Professional Standards:	<ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145 ASCA competencies IV-B – 3 Florida School Counseling Framework, Standard 2 & 3 Polk Developmental Guidance Plan-CD-3 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4a. Growing and developing professionally</p>	<p><u>Little or no</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p><u>Partial</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p><u>Adequate</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>
	<p>Domain 4: Professional Responsibility and Ethical Conduct</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 3 • Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Workshop/seminar registrations, certificates of completion of coursework, advanced certifications/licensure, webinars, sign-in sheets from workshop presentations, professional readings, proof of membership in professional organizations (e.g., American Counselor Association (ACA), American School Counselor Association (ASCA), Florida School Counselor Association (FSCA), Polk County Counselor Association (PCCA), informal observations in applying new skills...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • ASCA competencies IIIIB1a, IIIB1g, V-B • Florida School Counseling Framework, Standard 7 & 13 • Polk Developmental Guidance Plan-p. 103, 104 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Share personal and/or professional growth activities you have been involved with this year. How have you applied the content in your position? 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4b. Knowledge, application, and sharing of resources to meet student needs</p>	<p><u>Little or no</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p>	<p><u>Partial</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p><u>Adequate</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource; sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
	<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Observations, written and/or electronic artifacts/agendas, administrator conversations with counselor, oral communication, work samples, calendars and graphic organizers, documentation logs (quarterly guidance logs, etc.), emails, parent conference documentation, interviews with stakeholders, leadership roles in school and/or district, facilitation of problem solving team, brokering community resources to assist students...</p> <p>EPC Questions</p> <ul style="list-style-type: none"> Describe some ways you have shared your guidance services knowledge with others. How do you use problem solving to address student or school issues? What procedures and/or methods do you use to customize plans/awareness for the needs of students 	<p>ASCA competencies I-A-6; I-B-1e; I-B-4; III-C-2; III-C-4</p>	

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4c. Contributing and participating in school, district, professional community, and community initiatives</p> <p><u>Little or no</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p><u>Partial</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p><u>Adequate</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Communication logs, parent conference logs, attending professional conferences, presentations at professional conferences or meetings, holding an elective office in a professional group, counselor's calendar, information observations...</p>		
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA National Standards, I-A-6; I-B-2; I-B-4; I-C-5; IIB-4, IIB-4a, 11-B4c, IIB-4f; IV-B-1d 	<p>EPC Questions</p> <ul style="list-style-type: none"> Please share about the personal and/or professional growth activities you have been involved with this year. Describe your role in district, professional community, and community initiatives and how this has impacted student achievement. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct		
4d. Demonstrating adherence to ethical standards	<p>Little or no evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.</p>	<p>Significant and varied evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.</p>
	<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Foundation Principle 3 Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, student cumulative folders (release of information forms), group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers...</p> <p>EPC Questions</p> <ul style="list-style-type: none"> As determined by code of ethics, this dimension is necessary and non-negotiable in application.
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA Ethical Standards for School Counselors, revised 2010 (Subsections of ASCA Ethical Standards: B. Responsibilities to Parents/Guardians; C. Responsibilities to Colleagues and Professional Associates; D. Responsibilities to School, Communities and Families; F. Responsibilities to the Profession; G. Maintenance of Standards) ACA Code of Ethics, revised 2005. ASCA National Model, I.A.7; II.A.7; II-B-4a; II-B-4f; II-B-4g; II-B-4j; II-B-4k; II-C-4 6B-1.001 <i>Code of Ethics of the Education Profession in Florida</i>. 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. Florida's School Counseling Framework-(DOE), Appendix D, p. 85-93 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 5: Communication			
<p>5a. Facilitating productive verbal and nonverbal communication</p> <p><u>Little or no</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor does not effectively use communication styles and techniques to facilitate collaboration.</p> <p>The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.</p>	<p><u>Partial</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor inconsistently uses communication styles and techniques to facilitate collaboration.</p> <p>The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.</p>	<p><u>Adequate</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor uses communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards – I.B-4d, I.B- 4e, I.B- 5 Florida’s School Counseling Framework-DOE, Standard 2, 3, 4, & 13 			
<p>Possible evidence may include sources such as:</p> <p>Informal observations of interaction with others, demonstrating effective leadership ability, feedback from community, parents, and staff members, positive meeting outcomes...</p>			
<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some specific, effective communication techniques you have applied this year with students, parents, or staff? Tell me about a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly. Describe an example of how you have invited stakeholder involvement with students. 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 5: Communication			
<p>5b. Communicating with stakeholders</p> <p><u>Little or no</u> evidence exists that the school counselor communicates with stakeholders. The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p><u>Partial</u> evidence exists that the school counselor communicates with stakeholders. The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders. The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p><u>Adequate</u> evidence exists that the school counselor communicates with stakeholders. The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders. The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications may invite stakeholder involvement.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor communicates with stakeholders. The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders. The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications encourage active stakeholder involvement.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: As newsletters, connect ed. telephone messaging, emails, phone log, student folder/agendas, parent conference notes, informal observations, website...</p>	
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> NBCT – Standard 7 ASCA National Standards: I.B.3, I.B.3c, I.B.4 Florida's School Counseling Frameworks-DOE: Standards 3, 4, 9, 12, 13 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some communication techniques (written and/or verbal) you have used this year with students, parents, and/or staff? Describe an example of how you have invited stakeholder involvement with students, parents, and/or staff. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 			
<p>ASCA National Model</p> <ul style="list-style-type: none"> School Counselor Program Scoring Rubric 			
<p>Possible Evidence: Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers, SIP, data analysis, spreadsheets, graphs, logs, agendas, communications...</p>			
<p>EPC Questions: Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	8	Stage 1
Essential Performance Criteria (EPCs)	40%	51	Stage 1
Student Learning Growth	50%	62	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	51 - 42	41 - 25	24 - 13	12 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**

- Evaluate the evidence accumulated for each EPC
- Select an appropriate rating for each EPC using the Rating Rubrics
- Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
- The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
- **“SAVE”** the evaluation workbook

- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**

- Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
- **“SAVE”** the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:

- Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
- Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- **“SAVE”** the evaluation workbook
- Print the **“Stage 1 Evaluation”** form
- Sign and date the **“Stage 1 Evaluation”** form *(Employee receives signed copy)*

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The **“Stage 2 Evaluation”** form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time *(Instructional Assistance Conference or Professional Development Plan) As Appropriate*
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time *(Instructional Assistance Conference or Professional Development Plan) As Appropriate*
 - Print the **“Stage 2 Evaluation”** form
 - Sign and date the **“Stage 2 Evaluation”** form *(Employee receives signed copy)*

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form *(Employee receives signed copy)*

School Counselor Self-Evaluation							Year	
First Name		Last Name		SAP#		Category	Pre-K	
Primary Location				Primary Supervisor				
Directions								
This form summarizes a School Counselor's reflection of his or her current proficiency of practice on the School Counselor Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: PLANNING AND PREPARATION							Rating	Points
1a. Demonstrating knowledge of theory, techniques, and child and adolescent development								0
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component								0
1c. Demonstrating knowledge of resources								0
Domain 1: Point Summary								0
Domain 2: ENVIRONMENT							Rating	Points
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning								0
2b. Managing procedures: record keeping, time management, organization, following district policies								0
2c. Managing behavior and compliance								0
2d. Organizing work environment and resources								0
Domain 2: Point Summary								0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points
3a. Demonstrating flexibility and responsibility								0
3b. Needs assessment gathering information to develop a school counseling program								0
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment								0
3d. Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Growing and developing professionally								0
4b. Knowledge, application, and sharing of resources to meet student needs								0
4c. Contributing and participating in school, district, professional community, and community initiatives								0
4d. Demonstrating adherence to ethical standards								0
Domain 4: Point Summary								0
Domain 5: COMMUNICATION							Rating	Points
5a. Facilitating productive verbal and nonverbal communication								0
5b. Communicating with stakeholders								0
Domain 5: Point Summary								0
Total Points								0

School Counselor Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014
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Identified Focus Area(s)

Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	

School Counselor's Signature: _____

Supervisor's Signature: _____

School Counselor Evaluation Worksheet										
First Name	0		Last Name	0		SAP#	0	Year	0	
Category	0	Pre-K	0	Location	0		Supervisor	0		
Evaluation Conference Dates										
Planning	1/0/1900		Interim	1/0/1900		Stage 1	1/0/1900		Stage 2	10/13/2014
Domain 1: PLANNING AND PREPARATION										
EPC 1a.				Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating				
Demonstrating knowledge of theory, techniques, child and adolescent development				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory	Needs Improvement or Developing			Effective		Highly Effective				
<p>Little or no evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p>Partial evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor sporadically displays limited knowledge of counseling theory and techniques. The school counselor rarely utilizes research- based practices to improve the guidance program and services.</p> <p>The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.</p>			<p>Adequate evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>		<p>Significant and varied evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve guidance program and services.</p>				
What has been observed that reflects current proficiency on this EPC?										
Supervisor's Rationale for EPC Rating										
Other Notes Related to this EPC										
Date	Specific & Actionable Feedback						Status			
Reflection Questions										
What counseling practices have you applied to enhance your comprehensive guidance program?										
Are there any evidenced-based practices that you are utilizing in your developmental guidance program?										
Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member.										
EPC 1b.				Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating				
Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory	Needs Improvement or Developing			Effective		Highly Effective				
<p>Little or no evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p>Partial evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>			<p>Adequate evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>		<p>Significant and varied evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>				

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

What strategies have you developed for implementation of the District Developmental Guidance Plan?

How did you evaluate the outcome of your counseling services and/or program?

EPC 1c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of resources	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p>Partial evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p>Adequate evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p>Significant and varied evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents and school staff access relevant community resources/services.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families?

Describe a situation in which you collaborated or linked a family or student with community resources.

Domain 2: ENVIRONMENT

EPC 2a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating a student services environment of respect and rapport that establishes a climate that enhances learning	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p>Partial evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p>Adequate evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p>Significant and varied evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning

EPC 2b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing procedures: record keeping, time management, organization, and following district policies	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p>Partial evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions			
What strategies have you used to manage time effectively? How do you prepare for each day?			
Do you feel you are punctual for meetings and with accountability paperwork?			
EPC 2c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing behavior and compliance	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome?			
How have you used techniques from professional development to enhance your comprehensive guidance program?			
EPC 2d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Organizing work environment and resources	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p>Partial evidence that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities.</p> <p>The school counselor has a limited understanding of available resources or suitable practices.</p>	<p>Adequate evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practice.</p>	<p>Significant and varied evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practice.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe your organizational mechanisms/techniques that relate to the school's counseling program.			
Domain 3: SERVICE DELIVERY AND INSTRUCTION			
EPC 3a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsibility	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p>Partial evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p>Adequate evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p>Significant and varied evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
How do you use your needs assessment data to improve your guidance program?			
EPC 3b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Needs assessment gathering information to develop a school counseling program	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data, or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p>Partial evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data, or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p>Adequate evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p>Significant and varied evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive adaptive school counseling program.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe how you have used data (generated from a school wide needs assessment) to develop and assess your guidance program.			
EPC 3c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Partial evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor may make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Adequate evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Significant and varied evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
How do you use data to evaluate the outcome of your school counseling program and services?			
EPC 3d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Partial evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Adequate evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Significant and varied evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness. The school counselor recognizes and seeks out students who are in need of additional services.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe a situation or a time in which you facilitated the age-appropriate services (1. Academic, two. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels.

What type of management tools do you utilize in your guidance program?

What procedures and/or methods do you use to customize plans/awareness for the needs of students?

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

EPC 4a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p>Partial evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p>Adequate evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p>Significant and varied evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions			
Share personal and/or professional growth activities you have been involved with this year.			
How have you applied the content in your position?			
EPC 4b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Knowledge, application, and sharing of resources to meet student needs	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p>	<p>Partial evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p>Adequate evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p>Significant and varied evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource, sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe some ways you have shared your guidance services knowledge with others.			
How do you use problem solving to address student or school issues?			
What procedures and/or methods do you use to customize plans/awareness for the needs of students?			
EPC 4c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Contributing and participating in school, district, professional community, and community initiatives	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p>Partial evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p>Adequate evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p>Significant and varied evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
Please share the personal and/or professional growth activities you have been involved with this year.			
Describe your role in district, professional community, and community initiatives and how this has affected student achievement.			
EPC 4d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating adherence to ethical standards	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective	
<p>Little or no evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.</p>		<p>Significant and varied evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.</p>	
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
As determined by code of ethics, this dimension is necessary and non-negotiable in application.			
Domain 5: COMMUNICATION			
EPC 5a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Facilitating productive verbal and nonverbal communication	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor does not effectively use communication styles and techniques to facilitate collaboration.</p> <p>The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.</p>	<p>Partial evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor inconsistently uses communication styles and techniques to facilitate collaboration.</p> <p>The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.</p>	<p>Adequate evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor uses communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>	<p>Significant and varied evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>

What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Other Notes Related to this EPC					
Date	Specific & Actionable Feedback		Status		
Reflection Questions					
What are some specific, effective communication techniques you have applied this year with students, parents, or staff?					
Describe a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly.					
Describe a time you have invited stakeholder involvement with students.					
EPC 5b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating		
Communicating with Stakeholders	0				
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p>Partial evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders.</p> <p>The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p>Adequate evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications may invite stakeholder involvement.</p>	<p>Significant and varied evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications encourage active stakeholder involvement.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Other Notes Related to this EPC					
Date	Specific & Actionable Feedback		Status		
Reflection Questions					
What are some communication techniques you have used this year with students, parents, or staff?					
Describe a time you have invited stakeholder involvement with students, parents, or staff.					
INDIVIDUAL GOAL					
INTERIM REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating

Identified EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0

Goal Statement	
Individual/Unit Goal	0

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?	
Supervisor's Rationale for EPC Rating	

Date	Specific & Actionable Feedback	Status

Reflection Questions	
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?	

STAGE I REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating

Identified EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0

Goal Statement	
Individual/Unit Goal	0

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?	
Supervisor's Rationale for EPC Rating	

Date	Specific & Actionable Feedback	Status

Reflection Questions	
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?	

School Counselor Interim Evaluation									
First Name	0		Last Name	0		SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0		Supervisor	0	
Evaluation Conference Dates									
Planning	1/0/1900		Interim			Stage 1	1/0/1900	Stage 2	10/13/2014
Student Learning Growth Rating (50% of Interim Performance Evaluation Rating)									
Student Learning Growth Rating							Overall SLG Rating	Total SLG Points	
							Unsatisfactory		
Student Learning Growth Rating Conversion Table									
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory			
62 - 52		51 - 30		29 - 16		15 - 0			
Instructional Practice (50% of Interim Performance Evaluation Rating)									
Domain 1: PLANNING AND PREPARATION							Rating	Points	
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development							0	0	
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component							0	0	
1c: Demonstrating knowledge of resources							0	0	
Domain 1: Point Summary							0		
Comments									
Domain 2: ENVIRONMENT							Rating	Points	
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning							0	0	
2b: Managing procedures: record keeping, time management, organization, and following district policies							0	0	
2c: Managing behavior and compliance							0	0	
2d: Organizing work environment and resources							0	0	
Domain 2: Point Summary							0		
Comments									
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points	
3a: Demonstrating flexibility and responsibility							0	0	
3b: Needs assessment gathering information to develop a school counseling program							0	0	
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment							0	0	
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs							0	0	
Domain 3: Point Summary							0		
Comments									
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points	
4a: Growing and developing professionally							0	0	
4b: Knowledge, application, and sharing of resources to meet student needs							0	0	
4c: Contributing and participating in school, district, professional community, and community initiatives							0	0	
4d: Demonstrating adherence to ethical standards							0	0	
Domain 4: Point Summary							0		
Comments									
Domain 5: COMMUNICATION							Rating	Points	
5a: Facilitating productive verbal and nonverbal communication							0	0	
5b: Communicating with Stakeholders							0	0	
Domain 5: Point Summary							0		
Comments									

Interim Individual Performance Plan Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Interim Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		Unsatisfactory	0
Instructional Practice		Unsatisfactory	0
Interim: Rating and Point Summary		Unsatisfactory	0
Interim Evaluation Rating Table			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

DRAFT

School Counselor Stage 1 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	10/13/2014
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Student Learning Growth

(50% of Annual Performance Evaluation Rating)

Student Learning Growth Rating (Not Applicable for Stage 1)	Overall SLG Rating	Total SLG Points
	N/A	N/A

Student Learning Growth Rating Table

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
62 - 52	51 - 30	29 - 16	15 - 0

Instructional Practice

(50% of Annual Performance Evaluation Rating)

Domain 1: PLANNING & PREPARATION	Rating	Points
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development	0	0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	0	0
1c: Demonstrating knowledge of resources	0	0
Domain 1: Point Summary		0

Comments

Domain 2: ENVIRONMENT	Rating	Points
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning	0	0
2b: Managing procedures: record keeping, time management, organization, and following district policies	0	0
2c: Managing behavior and compliance	0	0
2d: Organizing work environment and resources	0	0
Domain 2: Point Summary		0

Comments

Domain 3: SERVICE DELIVERY AND INSTRUCTION	Rating	Points
3a: Demonstrating flexibility and responsibility	0	0
3b: Needs assessment gathering information to develop a school counseling program	0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs	0	0
Domain 3: Point Summary		0

Comments

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL	Rating	Points
4a: Growing and developing professionally	0	0
4b: Knowledge, application, and sharing of resources to meet student needs	0	0
4c: Contributing and participating in school, district, professional community, and community initiatives	0	0
4d: Demonstrating adherence to ethical standards	0	0
Domain 4: Point Summary		0

Comments

Domain 5: COMMUNICATION	Rating	Points
5a: Facilitating productive verbal and nonverbal communication	0	0
5b: Communicating with Stakeholders	0	0
Domain 5: Point Summary		0

Comments

Individual Goal Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		N/A	N/A
Instructional Practice		Unsatisfactory	0
Stage 1: Point Summary			0
Annual Performance Evaluation Rating Table (Stage 2)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

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School Counselor Stage 2 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
62 - 52	51 - 30		29 - 16		15 - 0		
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING & PREPARATION						Rating	Points
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development						0	0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component						0	0
1c: Demonstrating knowledge of resources						0	0
Domain 1: Point Summary						0	0
Comments							
0							
Domain 2: ENVIRONMENT						Rating	Points
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning						0	0
2b: Managing procedures: record keeping, time management, organization, and following district policies						0	0
2c: Managing behavior and compliance						0	0
2d: Organizing work environment and resources						0	0
Domain 2: Point Summary						0	0
Comments							
0							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a: Demonstrating flexibility and responsibility						0	0
3b: Needs assessment gathering information to develop a school counseling program						0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment						0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs						0	0
Domain 3: Point Summary						0	0
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a: Growing and developing professionally						0	0
4b: Knowledge, application, and sharing of resources to meet student needs						0	0
4c: Contributing and participating in school, district, professional community, and community initiatives						0	0
4d: Demonstrating adherence to ethical standards						0	0
Domain 4: Rating and Point Summary						0	0
Comments							
0							
Domain 5: COMMUNICATION						Rating	Points
5a: Facilitating productive verbal and nonverbal communication						0	0
5b: Communicating with Stakeholders						0	0
Domain 5: Rating and Point Summary						0	0
Comments							
0							

Individual Goal Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
0			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		Unsatisfactory	0
Instructional Practice		Unsatisfactory	0
Stage 2: Rating and Point Summary		Unsatisfactory	0
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

DRAFT

School Counselor Feedback Summary									
First Name	0	Last Name	0	SAP#	0	Year	0		
Category	0	Pre-K	0	Location	0	Supervisor	0		
Evaluation Conference Dates									
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014		
Domain 1: PLANNING & PREPARATION									
1a: Demonstrating knowledge of theory, techniques, child and adolescent development									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1c: Demonstrating knowledge of resources									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
Domain 2: ENVIRONMENT									
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2b: Managing procedures: record keeping, time management, organization, and following district policies									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2c: Managing behavior and compliance									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2d: Organizing work environment and resources									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0

Domain 3: SERVICE DELIVERY AND INSTRUCTION

3a: Demonstrating flexibility and responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b: Needs assessment gathering information to develop a school counseling program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

4a: Growing and developing professionally		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b: Knowledge, application, and sharing of resources to meet student needs		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4c: Contributing and participating in school, district, professional community, and community initiatives		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d: Demonstrating adherence to ethical standards		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 5: COMMUNICATION

5a: Facilitating productive verbal and nonverbal communication

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

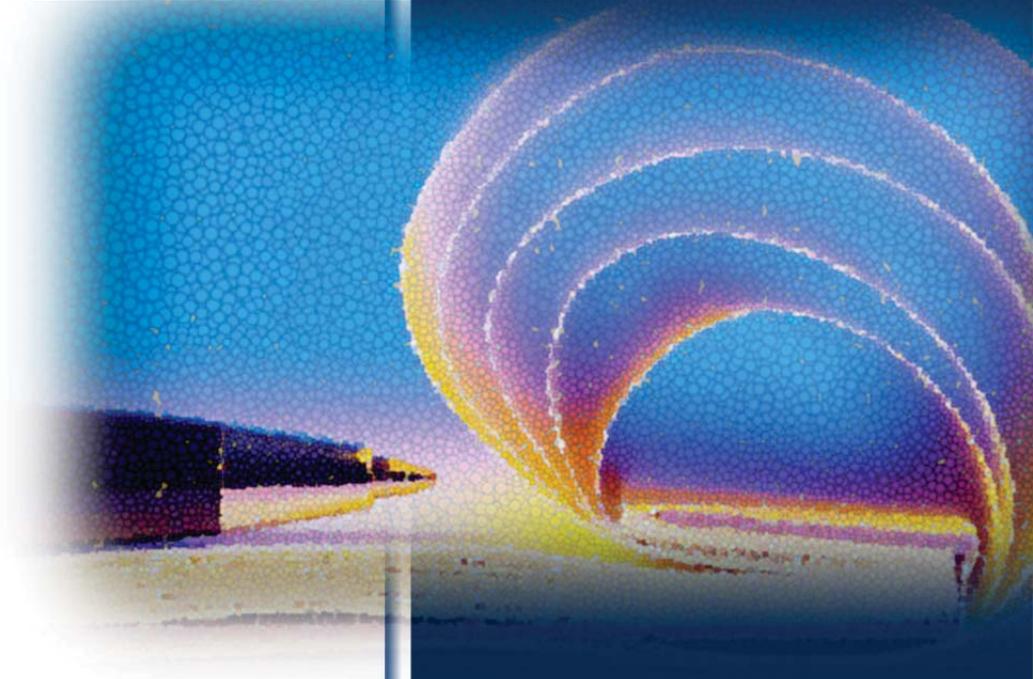
5b: Communicating with Stakeholders

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Counselor's Signature: _____ Supervisor's Signature: _____

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School Psychologist Evaluation System



School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	<p><u>Little or no</u> evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p><u>Partial</u> evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p><u>Adequate</u> evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <ul style="list-style-type: none"> Behavior plans, comprehensive services, contributions to Problem Solving Leadership Team (PSLT), School Improvement Plan (SIP), and/or Problem-Solving Team (PST), counseling, gap analysis, information from principals/staff/parents, intervention plan forms, observation, Professional Learning Communities (PLC) activities, progress monitoring graphs, psychological reports, resources shared with staff/parents, Section 504 Plans, and/ or written communication... 			
Evidence Based Professional Standards:	<ul style="list-style-type: none"> NASP Domains 1, 2 			
EPC Discussion Questions:	<ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. How have you developed goals for a student using the problem-solving model? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 			

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, social-emotional development, and mental health services.</p>
<p>1b. Using a consultative, problem-solving framework as the basis for all professional activities</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Foundational Principle 1 <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2, 3, 5, 9 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> How have you developed goals for a student using the problem-solving model? How have you used technology to address the needs of students, parents, and schools? How do you use problem solving to address student or school issues? 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive services, Essential Performance Criteria (EPC) guide, information from consultees, intervention planning forms, Individual Performance Plan (IPP) and documentation, meets with administration to plan for school services, observations, psychological reports, use of data, and/or written communication...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems	<p>Little or no evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning Instructional Delivery and Facilitation <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 5, 6, 7 	<p>Possible evidence may include sources such as:</p> <p>Application of knowledge gained through webinars/workshops, Essential Performance Criteria (EPC) guide, evidence of participation on School Intervention Plan (SIP) and Problem Solving Leadership Team (PSLT), Individual Education Plans (IEPs), Individual Performance Plan (IPP) and documentation, Problem Solving Team (PST) meetings, recommendations, Tier 2/3 intervention plans, and/or written resources...</p>		
	<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. Describe some ways you have shared your content knowledge with others? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 			

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
<p><u>Little or no</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p><u>Partial</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p><u>Adequate</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 8 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies do you use to adjust for a student’s cultural background, developmental level, and learning style? Please provide specific examples. How have you applied your knowledge of students in crisis? 			

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Applying appropriate ecological and behavioral theories	<p><u>Little or no</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.</p>	<p><u>Partial</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.</p>	<p><u>Adequate</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Assessment <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 4 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved behavior. What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? Describe both formal and informal assessment techniques you have used to assess a student’s needs. 	<p>Possible evidence may include sources such as:</p> <p>Classroom consultation notes/emails, ERASE notes, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), observation records, Positive Behavior Support (PBS) team participation, Problem Solving Team (PST) meetings, psychological reports, and/or trainings...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 3: Service Delivery and Instruction				
3a. Fostering effective two-way communication	<p><u>Little or no</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist frequently utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p><u>Partial</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist occasionally utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p><u>Adequate</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist utilizes effective communication strategies.</p> <p>The school psychologist uses a variety of communication approaches.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist adapts communication style and content to a variety of audiences and settings.</p> <p>The school psychologist uses a variety of communication approaches.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Instructional Delivery and Facilitation <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> ● NASP Domain 2 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> ● What are some specific, effective communication techniques you have applied this year with students, parents, or staff? ● What strategies do you use to adjust for a student’s cultural background, developmental level, and learning style? Please provide specific examples. ● How do you adapt your communication style and content to a variety of audiences and settings? 				
<p>Possible evidence may include sources such as: Audience feedback, E-mails, graphs, Individual Performance Plan (IPP), observation, presentation materials, and/or reports/documents...</p>				

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	<p><u>Little or no</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, may not collect or analyzes data, uses inappropriate assessment tools.</p> <p>The school psychologist shares data and recommendations that have limited or no utility.</p>	<p><u>Partial</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations that have limited utility.</p>	<p><u>Adequate</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations to assist in educational decision-making.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support.</p> <p>The school psychologist effectively shares data and recommendations to assist in educational decision-making.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment Instructional Design and Lesson Planning Instructional Delivery and Facilitation <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 1 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Describe both formal and informal assessment techniques you have used to assess a student's needs. Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions? How do you use problem solving to address student or school issues? 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive Services Log including number of eligibility staffings, gap analysis, collecting group data for Problem Solving Team/Problem Solving Leadership Team (PST/PSLT) meetings, Individual Education Plans (IEPs), intervention plans, reports showing a range of assessment tools and sources of information, and/or Review-Interview-Observe-Test/Instruction-Curriculum-Environment-Learner (RIOT/ICEL) documentation...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and developing professionally	<p><u>Little or no</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p><u>Partial</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p><u>Adequate</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principal 3 Continuous Professional Improvement <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 	<p>Domain 4: Professional Responsibilities and Ethical Conduct</p> <p>Possible evidence may include sources such as: Continuing Education (CE) certificates, departmentally initiated trainings, Essential Performance Criteria (EPC) guide, Individual Performance Plan (IPP), Nationally Certified School Psychologist (NCSP) documentation for renewal, observations, professional development through conference/webinar/workshop participation, Professional Learning Communities (PLC) activities, professional product, recertification points, and/or shared presentation with staff/colleagues...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct				
4b. Contributing to and participating in school, district, professional, and community initiatives	<p><u>Little or no</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Partial</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Adequate</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 6 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 	<p>Possible evidence may include sources such as:</p> <p>Participation in: community organizations, Crisis Intervention Team, professional organizations, Positive Behavior Support (PBS), professional committees/teams, Professional Learning Communities (PLC), Response to Intervention (RtI), other school-based activities, Problem Solving Leadership Team (PSLT), mental health initiatives... Activities beyond contract hours are optional and not required in any way</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 4: Professional Responsibilities and Ethical Conduct				
<p>4c. Prioritizing work and responding to student, family, school, and/or district needs</p>	<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>	<p>Significant and varied evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist organizes, accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist proactively adapts his or her schedule as appropriate to assist with student or school concerns and seamlessly resumes his or her scheduled activities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? Are assessments completed within the 60-day timeline and are unavoidable delays documented? 				
<p>Possible evidence may include sources such as:</p> <p>60-Day Timeline, attending required meetings at school and district levels, completing monthly paperwork on time, maintaining Outlook calendar, and/or maintaining personal files for 3 years...</p>				

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
4d. Demonstrating professional responsibility and ethical conduct	<p style="text-align: center;">Domain 4: Professional Responsibilities and Ethical Conduct</p> <p>Evidence exists that the school psychologist does not consistently meet professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> ● Foundational Principal 3 ● Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include, but is not limited to sources such as:</p> <p>Communication with others, observations, Polk County Code of Ethics and Principles of Professional Conduct, and/or The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,, policies and procedures for accurate, efficient, and confidential record keeping....</p>	
Evidence Based Professional Standards: <ul style="list-style-type: none"> ● NASP Domain 2, 5, 10 		
EPC Questions <ul style="list-style-type: none"> ● As determined by code of ethics, this dimension is necessary and non-negotiable in application. 		

School Psychologist Essential Performance Criteria Rating Rubrics

Individual Goal	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal	<p><u>Little or no</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p><u>Partial</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p><u>Adequate</u> evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p><u>Significant and varied</u> evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
NASP Accomplished Practices	<p>Possible Evidence: School Improvement Plan (SIP) Data analysis, Outcome data: spreadsheets, graphs, logs of activities, observational data, structured interviews, Presentation/written summary...</p>			
EPC Discussion Question:	<p>Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	7	Stage 1
Essential Performance Criteria (EPCs)	40%	33	Stage 1
Student Learning Growth	50%	43	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Raw Points	33 - 27	26 - 16	15 - 9	8 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**

- Evaluate the evidence accumulated for each EPC
- Select an appropriate rating for each EPC using the Rating Rubrics
- Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
- The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
- **“SAVE”** the evaluation workbook

- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**

- Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
- **“SAVE”** the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:

- Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
- Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

School Psychologist Self-Evaluation						Year
First Name	Last Name	SAP#	Category	Primary Supervisor	Pre-K	
Primary Location						
Directions						
This form summarizes a School Psychologist's reflection of his or her current proficiency of practice on the School Psychologist Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.						
Domain 1: PLANNING AND PREPARATION			Rating	Points		
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process				0		
1b. Using a consultative, problem-solving framework as the basis for all professional activities				0		
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems				0		
Domain 1: Point Summary				0		
Domain 2: THE LEARNING ENVIRONMENT			Rating	Points		
2a. Demonstrating a respect for individual differences when interacting with others				0		
2b. Applying appropriate ecological and behavioral theories				0		
Domain 2: Point Summary				0		
Domain 3: SERVICE DELIVERY AND INSTRUCTION			Rating	Points		
3a. Fostering effective two-way communication				0		
3b. Gathering information, evaluating needs, and conducting assessments to determine student services				0		
Domain 3: Point Summary				0		
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT			Rating	Points		
4a. Growing and developing professionally				0		
4b. Contributing to and participating in school, district, professional, and community initiatives				0		
4c. Prioritizing work and responding to student, family, school, and/or district needs				0		
4d. Demonstrating professional responsibility and ethical conduct				0		
Domain 4: Point Summary				0		
Total Points				0		

School Psychologist Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Identified Focus Area(s)

Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies <i>(Select up to five)</i>	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: PLANNING AND PREPARATION							
EPC 1a.				Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating	
Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process				0			
Essential Performance Criteria Rating Rubric							
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective				
<p>Little or no evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Partial evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Adequate evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Significant and varied evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>				
What has been observed that reflects current proficiency on this EPC?							
Supervisor's Rationale for EPC Rating							
Other Notes Related to this EPC							
Date	Specific & Actionable Feedback						Status
Reflection Questions							
Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved achievement.							
How have you developed goals for a student using the problem-solving model?							
What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?							
EPC 1b.				Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating	
Using a consultative, problem-solving framework as the basis for all professional activities				0			
Essential Performance Criteria Rating Rubric							
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective				
<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively</p>				
What has been observed that reflects current proficiency on this EPC?							
Supervisor's Rationale for EPC Rating							
Other Notes Related to this EPC							
Date	Specific & Actionable Feedback						Status
Reflection Questions							
How have you developed goals for a student using the problem-solving model?							
How have you used technology to address the needs of students, parents, and schools?							
How do you use problem solving to address student or school issues?							

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved achievement.			
Describe some ways you have shared your content knowledge with others?			
What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?			
Domain 2: THE LEARNING ENVIRONMENT			
EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating a respect for individual differences when interacting with others	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p>Partial evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p>Adequate evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p>Significant and varied evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.			
How have you applied your knowledge of students in crisis?			
EPC 2b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Applying appropriate ecological and behavioral theories	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the school psychologist applies appropriate ecological and behavioral theories. The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.	Partial evidence exists that the school psychologist applies appropriate ecological and behavioral theories. The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.	Adequate evidence exists that the school psychologist applies appropriate ecological and behavioral theories. The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.	Significant and varied evidence exists that the school psychologist applies appropriate ecological and behavioral theories. The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved behavior.
 What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?
 Describe both formal and informal assessment techniques you have used to assess a student's needs.

Domain 3: SERVICE DELIVERY AND INSTRUCTION

EPC 3a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Fostering effective two-way communication	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the school psychologist fosters effective two-way communication. The school psychologist frequently utilizes ineffective communication strategies. The school psychologist uses limited communication approaches.	Partial evidence exists that the school psychologist fosters effective two-way communication. The school psychologist occasionally utilizes ineffective communication strategies. The school psychologist uses limited communication approaches.	Adequate evidence exists that the school psychologist fosters effective two-way communication. The school psychologist utilizes effective communication strategies. The school psychologist uses a variety of communication approaches.	Significant and varied evidence exists that the school psychologist fosters effective two-way communication. The school psychologist adapts communication style and content to a variety of audiences and settings. The school psychologist uses a variety of communication approaches.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

What are some specific, effective communication techniques you have applied this year with students, parents, or staff?
 What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.
 How do you adapt your communication style and content to a variety of audiences and settings?

EPC 3b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Gathering information, evaluating needs, and conducting assessments to determine student services	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services. The school psychologist, as a part of a multi-disciplinary team, may not collect or analyzes data, uses inappropriate assessment tools. The school psychologist shares data and recommendations that have limited or no utility.	Partial evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services. The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs. The school psychologist shares data and recommendations that have limited utility.	Adequate evidence exists that that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services. The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs. The school psychologist shares data and recommendations to assist in educational decision-making.	Significant and varied evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services. The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, , and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support. The school psychologist effectively shares data and recommendations to assist in educational decision-making.

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe both formal and informal assessment techniques you have used to assess a student's needs.			
How do you use problem solving to address student or school issues?			
Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions?			
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT			
EPC 4a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p>Partial evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p>Adequate evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p>Significant and varied evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role?			
How have those activities matched the needs of the student population you serve?			
EPC 4b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Contributing to and participating in school, district, professional, and community initiatives	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p>Partial evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p>Adequate evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p>Significant and varied evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status

Reflection Questions

Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role?

How have those activities matched the needs of the student population you serve?

EPC 4c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Prioritizing work and responding to student, family, school, and/or district needs	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>	<p>Significant and varied evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist organizes, accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist proactively adapts his or her schedule as appropriate to assist with student or school concerns and seamlessly resumes his or her scheduled activities.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

What strategies have you used to effectively manage time?

Are assessments completed within the 60-day timeline and are unavoidable delays documented?

EPC 4d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating professional responsibility and ethical conduct	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
<p>Evidence exists that the school psychologist does not consistently meet professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application.

INDIVIDUAL GOAL

INTERIM REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating
Identified EPC or Domain for IPP Focus Area					0
Supplementary EPC or Domain for IPP Focus Area					0
Supplementary EPC or Domain for IPP Focus Area					0
Supplementary EPC or Domain for IPP Focus Area					0

Goal Statement

Individual/Unit Goal	0
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Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the selected strategies are implemented or modified throughout the year. The goal is not pursued throughout the year and/or until completion.	Partial evidence exists that the selected strategies are implemented or modified throughout the year. The goal is inconsistently pursued throughout the year and/or until completion.	Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal. The goal is pursued throughout the year and/or until completion.	Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal. Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

Reflection Questions

Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?

STAGE I REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating

Identified EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0

Goal Statement

Individual/Unit Goal	0
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Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the selected strategies are implemented or modified throughout the year. The goal is not pursued throughout the year and/or until completion.	Partial evidence exists that the selected strategies are implemented or modified throughout the year. The goal is inconsistently pursued throughout the year and/or until completion.	Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal. The goal is pursued throughout the year and/or until completion.	Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal. Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

Reflection Questions

Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?

School Psychologist Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating (50% of Interim Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
43 - 36	35 - 21		20 - 11		10 - 0		
Instructional Practice (50% of Interim Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process						0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities						0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others						0	0
2b. Applying appropriate ecological and behavioral theories						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Fostering effective two-way communication						0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Contributing to and participating in school, district, professional, and community initiatives						0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs						0	0
4d. Demonstrating professional responsibility and ethical conduct						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Performance Plan Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
86 - 71	70 - 42		41 - 22		21 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Stage 1 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	1/0/1900
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating (Not Applicable for Stage 1)						Overall SLG Rating	Total SLG Points
						N/A	N/A
Student Learning Growth Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
43 - 36		35 - 21		20 - 11		10 - 0	
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process						0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities						0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others						0	0
2b. Applying appropriate ecological and behavioral theories						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Fostering effective two-way communication						0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Contributing to and participating in school, district, professional, and community initiatives						0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs						0	0
4d. Demonstrating professional responsibility and ethical conduct						0	0
Domain 4: Point Summary							0
Comments							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						N/A	N/A
Instructional Practice						Unsatisfactory	0
Stage 1: Point Summary							0
Annual Performance Evaluation Rating Table (Stage 2)							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
86 - 71		70 - 42		41 - 22		21 - 0	
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Stage 2 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
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Student Learning Growth

(50% of Annual Performance Evaluation Rating)

Student Learning Growth Rating	Overall SLG Rating	Total SLG Points
	Unsatisfactory	

Student Learning Growth Rating Table

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
43 - 36	35 - 21	20 - 11	10 - 0

Instructional Practice

(50% of Annual Performance Evaluation Rating)

Domain 1: PLANNING AND PREPARATION	Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities	0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and	0	0
Domain 1: Point Summary		0

Comments

0

Domain 2: THE LEARNING ENVIRONMENT	Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others	0	0
2b. Applying appropriate ecological and behavioral theories	0	0
Domain 2: Point Summary		0

Comments

0

Domain 3: SERVICE DELIVERY AND INSTRUCTION	Rating	Points
3a. Fostering effective two-way communication	0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	0	0
Domain 3: Point Summary		0

Comments

0

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT	Rating	Points
4a. Growing and developing professionally	0	0
4b. Contributing to and participating in school, district, professional, and community initiatives	0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs	0	0
4d. Demonstrating professional responsibility and ethical conduct	0	0
Domain 4: Rating and Point Summary		0

Comments

0

Individual Goal Rating and Point Summary

Individual Goal	Rating	Points
	0	0

Comments

0

Self-Evaluation Point Summary

Self-Evaluation	Points
	0

Annual Performance Evaluation Rating and Point Summary

	Rating	Points
Student Learning Growth	Unsatisfactory	0
Instructional Practice	Unsatisfactory	0
Stage 2: Rating and Point Summary	Unsatisfactory	0

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
86 - 71	70 - 42	41 - 22	21 - 0

Comments

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Feedback Summary										
First Name	0	Last Name	0	SAP#	0	Year	0			
Category	0	Pre-K	0	Location	0	Supervisor	0			
Evaluation Conference Dates										
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900			
Domain 1: PLANNING AND PREPARATION										
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
1b. Using a consultative, problem-solving framework as the basis for all professional activities										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
Domain 2: THE LEARNING ENVIRONMENT										
2a. Demonstrating a respect for individual differences when interacting with others										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
2b. Applying appropriate ecological and behavioral theories										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
Domain 3: SERVICE DELIVERY AND INSTRUCTION										
3a. Fostering effective two-way communication										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		
3b. Gathering information, evaluating needs, and conducting assessments to determine student services										
Date	Specific & Actionable Feedback							Status		
1/0/1900	0							0		
1/0/1900	0							0		
1/0/1900	0							0		

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

4a. Growing and developing professionally

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4b. Contributing to and participating in school, district, professional, and community initiatives

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Prioritizing work and responding to student, family, school, and/or district needs

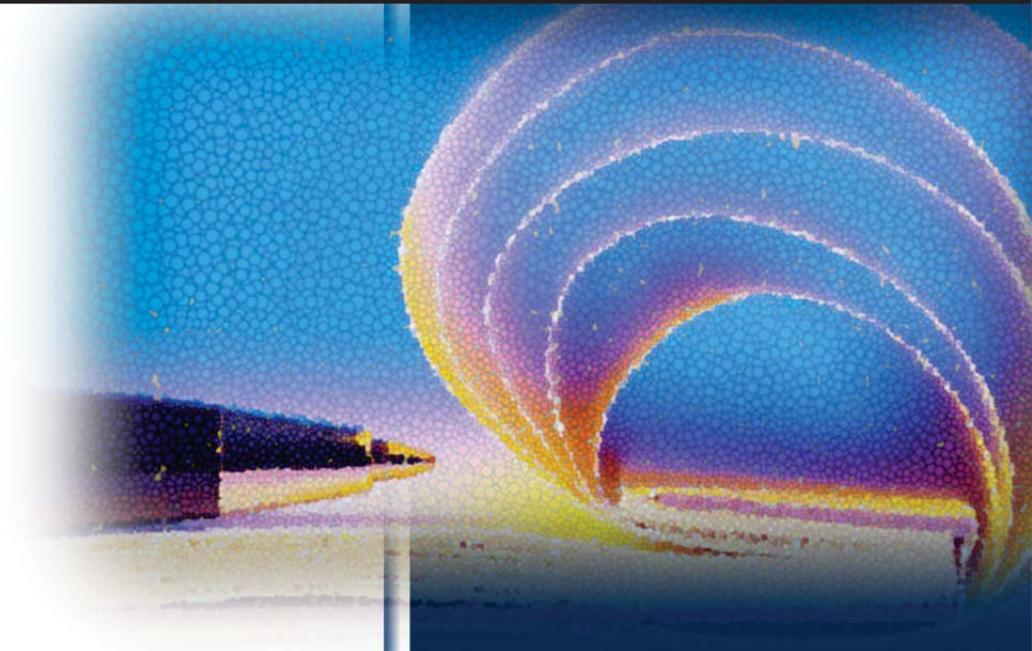
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4d. Demonstrating professional responsibility and ethical conduct

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

School Social Worker Evaluation System



School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	<p>Little or no evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>	<p>Partial evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p>Adequate evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>
	Domain 1: Planning and Preparation			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17, 18, 20, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe evidence-based interventions you have used to address student or family needs. Include any adaptations to ensure interventions were more appropriate to the needs of the student or family. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Establishing appropriate goals for program and/or service delivery that are based upon an evaluation component	<p>Little or no evidence exists that the school social worker appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>	<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>	<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>	<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>
	Domain 1: Planning and Preparation			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 3, 9, 23, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>1c. Demonstrating the skills to access and utilize appropriate resources</p>	<p><u>Little or no</u> evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnerships with family and school.</p>	<p><u>Partial</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnerships with family and school and helps others develop the skills to access resources and services.</p>	<p><u>Adequate</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnerships with family and school and helps others develop the skills to access relevant resources and services.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnerships with family and school and helps others develop the skills to access relevant resources and services.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 3, 6, 19, 26, 40 				

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>2a. Creating an environment of respect and rapport</p>	<p><u>Little or no</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p><u>Partial</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p><u>Adequate</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>NASW Standards for School Social Work Services</p> <ul style="list-style-type: none"> Standards 1, 9, 19, 20, 40 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the communication skills that you use to build respect and rapport. How do these skills affect the school climate? 		

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 2: The Learning Environment				
2b. Managing processes and procedures	<p>Little or no evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p>Partial evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 				
<p>Possible evidence may include sources such as:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>				
<p>EPC Questions:</p> <ul style="list-style-type: none"> List strategies that you have used to effectively manage time and/or prepare for the workday. Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders. 				
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 11 				

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: The Learning Environment			
2c. Utilizing behavior management techniques	<p><u>Little or no</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p><u>Partial</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p><u>Adequate</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>
Florida Educator Accomplished Practices:	<ul style="list-style-type: none"> The Learning Environment 			
NASW Standards for School Social Work Services:	<ul style="list-style-type: none"> Standards 1, 15, 22, 23 			
	<p>Possible evidence may include: Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you have used a technique(s) to address a behavioral issue (include outcomes). 			

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>
<p>3a. Communicating clearly and accurately</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 9, 24 			
<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation. 			

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
3b. Demonstrating flexibility and responsibility	<p>Little or no evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Partial evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Adequate evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
NASW Standards for School Social Work Services: <ul style="list-style-type: none"> • Standards 1, 8, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions. 		

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3c. Gathering data to assess student needs and implementing interventions	<p><u>Little or no</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p><u>Partial</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p><u>Adequate</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>
Florida Educator Accomplished Practices:	<ul style="list-style-type: none"> Instructional Delivery and Facilitation 			
NASW Standards for School Social Work Services:	<ul style="list-style-type: none"> Standards 1, 5, 6, 9, 12, 13, 21, 23 			
EPC Questions:	<ul style="list-style-type: none"> Describe how you have collaborated with your schools to promote student achievement. Describe how you have progress monitored and consulted with stakeholders for accountability. Describe how you have used data to evaluate the outcome of your school social work services. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>3d. Advocating for programs/services that promote a healthy school climate</p>	<p><u>Little or no</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p><u>Partial</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Adequate</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation • Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe your involvement with school programs/services that promote healthy school climate. 	
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 1, 9, 19, 20, 22, 23 				

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>Little or no evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p>Partial evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p>Adequate evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p>Significant and varied evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have shared your professional development activities with others. 		

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4b. Communicating with families, students, staff, community agencies, etc.</p>	<p><u>Little or no</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders.</p> <p>The school social worker fails to encourage parental involvement.</p>	<p><u>Partial</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p><u>Adequate</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 14, 25, 26 	<p>EPC Questions:</p> <p>What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?</p>			

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct		
4c. Demonstrating professional responsibility	<p><u>Little or no</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>	<p><u>Adequate</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for social workers.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include: Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	
NASW Standards for School Social Work Services: <ul style="list-style-type: none"> • Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application. 	

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
Individual Goal			
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> ● Continuous Professional Improvement 		<p>Possible evidence may include:</p> <p>Data analysis spreadsheets, graphs, presentation, written summary...</p>	
<p>EPC Discussion Question:</p> <p>Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the “**Employee Information**” section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to “**SAVE**” the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	7	Stage 1
Essential Performance Criteria (EPCs)	40%	39	Stage 1
Student Learning Growth	50%	49	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the “**Worksheet**” Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, “**SAVE**” the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the “**Interim**”, “**Stage I**”, and “**Stage II**” evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the “**Self-Evaluation**” are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	39 - 32	31 - 16	15 - 10	9 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The “**Individual Goal Form**” is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected (**Optional**)
 - Select the identified EPC or Domain from the drop-down list in the “**Individual Goal Form**”
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the “**Individual Goal Form**”
 - “**SAVE**” the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
7	5	3	1

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **“SAVE”** the evaluation workbook
- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
 - **“SAVE”** the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

School Social Worker Self-Evaluation							Year	
First Name		Last Name		SAP#		Category		Pre-K
Primary Location				Primary Supervisor				
Directions								
This form summarizes a School Social Worker's reflection of his or her current proficiency of practice on the School Social Worker Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: PLANNING AND PREPARATION							Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development								0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component								0
1c. Demonstrating the skills to access and utilize appropriate resources								0
Domain 1: Point Summary								0
Domain 2: THE LEARNING ENVIRONMENT							Rating	Points
2a. Creating an environment of respect and rapport								0
2b. Managing processes and procedures								0
2c. Utilizing behavior management techniques								0
Domain 2: Point Summary								0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points
3a. Communicating clearly and accurately								0
3b. Demonstrating flexibility and responsibility								0
3c. Gathering data to assess student needs and implementing interventions								0
3d. Advocating for programs/services that promote a healthy school climate								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Growing and developing professionally								0
4b. Communicating with families, students, staff, community agencies, etc.								0
4c. Demonstrating professional responsibility								0
Domain 4: Point Summary								0
Total Points								0

School Social Worker Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Identified Focus Area(s)

Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Evaluation Worksheet										
First Name	0			Last Name	0			SAP#	0	
Category	0		Pre-K	0		Location	0		Supervisor	0
Evaluation Conference Dates										
Planning	1/0/1900			Interim	1/0/1900			Stage 1	1/0/1900	
Stage 2										
1/0/1900										
Domain 1: PLANNING AND PREPARATION										
EPC 1a.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating		
Demonstrating knowledge of theory, techniques, child and adolescent development				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory		Needs Improvement or Developing			Effective			Highly Effective		
<p>Little or no evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>		<p>Partial evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>			<p>Adequate evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>			<p>Significant and varied evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>		
What has been observed that reflects current proficiency on this EPC?										
Supervisor's Rationale for EPC Rating										
Other Notes Related to this EPC										
Date	Specific & Actionable Feedback							Status		
Reflection Questions										
Describe evidence-based interventions you have used to address student or family needs.										
Describe how you use adaptations to ensure interventions are appropriate to the needs of the student or family.										
EPC 1b.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating		
Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory		Needs Improvement or Developing			Effective			Highly Effective		
<p>Little or no evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>		<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>			<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>			<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>		
What has been observed that reflects current proficiency on this EPC?										
Supervisor's Rationale for EPC Rating										
Other Notes Related to this EPC										
Date	Specific & Actionable Feedback							Status		
Reflection Questions										
Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs.										
EPC 1c.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating		
Demonstrating the skills to access and utilize appropriate resources				0						

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnership with family and school.</p>	<p>Partial evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnership with family and school and helps others develop the skills to access resources and services.</p>	<p>Adequate evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Give examples of strategies you used to access appropriate resources for students and families.			
Provide an example of how you filled your role as a home/school/community liaison.			
Domain 2: THE LEARNING ENVIRONMENT			
EPC 2a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of respect and rapport	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p>Partial evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p>Adequate evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p>Significant and varied evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe the communication skills that you use to build respect and rapport			
How do the communication skills that you use affect the school climate?			
EPC 2b.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing processes and procedures	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p>Partial evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

List strategies that you have used to effectively manage time and/or prepare for the workday.

Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders.

EPC 2c.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing behavior management techniques	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p>Partial evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p>Adequate evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p>Significant and varied evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe a situation in which you have used a technique(s) to address a behavioral issue (include outcomes).

Domain 3: SERVICE DELIVERY AND INSTRUCTION

EPC 3a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Communicating clearly and accurately	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation.

EPC 3b.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsibility	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Partial evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Adequate evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker consistently seeks and implements varied methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions.

EPC 3c.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Gathering data to assess student needs and implementing interventions	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p>Partial evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p>Adequate evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p>Significant and varied evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe how you have collaborated with your schools to promote student achievement.

Describe how you have progress monitored and consulted with stakeholders for accountability.

Describe how you have used data to evaluate the outcome of your school social work services.

EPC 3d.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Advocating for programs/services that promote a healthy school climate	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p>Partial evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Adequate evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Significant and varied evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe your involvement with school programs/services that promote healthy school climate.

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

EPC 4a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p>Partial evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p>Adequate evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p>Significant and varied evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe how you have shared your professional development activities with others.			
EPC 4b.		School Social Worker's Self-Rating	Supervisor's Interim Rating
Communicating with families, students, staff, community agencies, etc.		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders.</p> <p>The school social worker fails to encourage parental involvement.</p>	<p>Partial evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p>Adequate evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p>Significant and varied evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?			
EPC 4c.		School Social Worker's Self-Rating	Supervisor's Interim Rating
Demonstrating professional responsibility		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective	
<p>Little or no evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>		<p>Adequate evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for social workers.</p>	
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application.			

INDIVIDUAL GOAL					
INTERIM REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating
Identified EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Goal Statement					
Individual/Unit Goal		0			
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					
STAGE 1 REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating
Identified EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Goal Statement					
Individual/Unit Goal		0			
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					

School Social Worker Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating (50% of Interim Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective	Effective	Needs Improvement/Developing		Unsatisfactory			
49 - 41	40 - 24	23 - 12		11 - 0			
Instructional Practice (50% of Interim Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development						0	0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component						0	0
1c. Demonstrating the skills to access and utilize appropriate resources						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of respect and rapport						0	0
2b. Managing processes and procedures						0	0
2c. Utilizing behavior management techniques						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Communicating clearly and accurately						0	0
3b. Demonstrating flexibility and responsibility						0	0
3c. Gathering data to assess student needs and implementing interventions						0	0
3d. Advocating for programs/services that promote a healthy school climate						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Communicating with families, students, staff, community agencies, etc.						0	0
4c. Demonstrating professional responsibility						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Performance Plan Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective	Effective	Needs Improvement/Developing		Unsatisfactory			
98 - 81	80 - 48	47 - 24		23 - 0			
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Stage 1 Evaluation										
First Name	0		Last Name	0		SAP#	0	Year	0	
Category	0	Pre-K	0	Location	0		Supervisor	0		
Evaluation Conference Dates										
Planning	1/0/1900		Interim	1/0/1900		Stage 1	Stage 2		1/0/1900	
Student Learning Growth										
<i>(50% of Annual Performance Evaluation Rating)</i>										
Student Learning Growth Rating (Not Applicable for Stage 1)							Overall SLG Rating	Total SLG Points		
							N/A	N/A		
Student Learning Growth Rating Table										
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory				
49 - 41		40 - 24		23 - 12		11 - 0				
Instructional Practice										
<i>(50% of Annual Performance Evaluation Rating)</i>										
Domain 1: PLANNING AND PREPARATION							Rating	Points		
1a. Demonstrating knowledge of theory, techniques, child and adolescent development							0	0		
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component							0	0		
1c. Demonstrating the skills to access and utilize appropriate resources							0	0		
Domain 1: Point Summary							0			
Comments										
Domain 2: THE LEARNING ENVIRONMENT							Rating	Points		
2a. Creating an environment of respect and rapport							0	0		
2b. Managing processes and procedures							0	0		
2c. Utilizing behavior management techniques							0	0		
Domain 2: Point Summary							0			
Comments										
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points		
3a. Communicating clearly and accurately							0	0		
3b. Demonstrating flexibility and responsibility							0	0		
3c. Gathering data to assess student needs and implementing interventions							0	0		
3d. Advocating for programs/services that promote a healthy school climate							0	0		
Domain 3: Point Summary							0			
Comments										
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points		
4a. Growing and developing professionally							0	0		
4b. Communicating with families, students, staff, community agencies, etc.							0	0		
4c. Demonstrating professional responsibility							0	0		
Domain 4: Point Summary							0			
Comments										
Individual Goal Rating and Point Summary							Rating	Points		
Individual Goal							0	0		
Comments										
Self-Evaluation Point Summary							Points			
Self-Evaluation Point Summary							0			
Annual Performance Evaluation Rating and Point Summary							Rating	Points		
Student Learning Growth							N/A	N/A		
Instructional Practice							Unsatisfactory	0		
Stage 1: Point Summary							0			
Annual Performance Evaluation Rating Table (Stage 2)										
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory				
98 - 81		80 - 48		47 - 24		23 - 0				
Comments										

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Stage 2 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
Student Learning Growth (50% of Annual Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
49 - 41	40 - 24		23 - 12		11 - 0		
Instructional Practice (50% of Annual Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development						0	0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component						0	0
1c. Demonstrating the skills to access and utilize appropriate resources						0	0
Domain 1: Point Summary							0
Comments							
0							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of respect and rapport						0	0
2b. Managing processes and procedures						0	0
2c. Utilizing behavior management techniques						0	0
Domain 2: Point Summary							0
Comments							
0							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Communicating clearly and accurately						0	0
3b. Demonstrating flexibility and responsibility						0	0
3c. Gathering data to assess student needs and implementing interventions						0	0
3d. Advocating for programs/services that promote a healthy school climate						0	0
Domain 3: Point Summary							0
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Communicating with families, students, staff, community agencies, etc.						0	0
4c. Demonstrating professional responsibility						0	0
Domain 4: Rating and Point Summary							0
Comments							
0							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
0							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Stage 2: Rating and Point Summary						Unsatisfactory	0
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
98 - 81	80 - 48		47 - 24		23 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Feedback Summary

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
-----------------	----------	----------------	----------	----------------	----------	----------------	----------

Domain 1: PLANNING AND PREPARATION

1a. Demonstrating knowledge of theory, techniques, child and adolescent development

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

1c. Demonstrating the skills to access and utilize appropriate resources

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 2: THE LEARNING ENVIRONMENT

2a. Creating an environment of respect and rapport

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

2b. Managing processes and procedures

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

2c. Utilizing behavior management techniques

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 3: SERVICE DELIVERY AND INSTRUCTION

3a. Communicating clearly and accurately

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

3b. Demonstrating flexibility and responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

3c. Gathering data to assess student needs and implementing interventions		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

3d. Advocating for programs/services that promote a healthy school climate		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

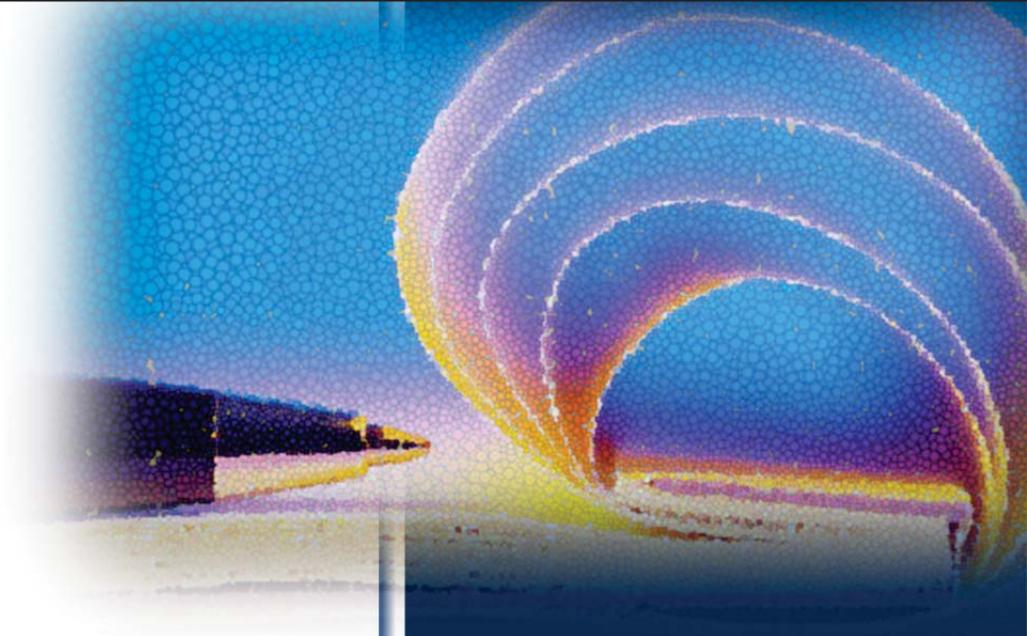
4a. Growing and developing professionally		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4b. Communicating with families, students, staff, community agencies, etc.		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Demonstrating professional responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

Speech Language Pathologist Evaluation System



SLP Name: _____

Administrator Rating of School Based SLPs

Key: Unsatisfactory-U, Needs Improvement-NI, Effective-E, Highly Effective-HE

1. Prevention and Identification

Does the SLP implement Inclusion/RtI services?

Yes ____ No ____

Is the SLP frequently involved in PST/RtI Meetings? Yes ____ No ____

Does the SLP educate teachers or parents and/or the community about communication disorders? Yes ____ No ____

Rating: U ____ NI ____ E ____ HE ____

Comments: _____

2. Assessment and Evaluation

Does the SLP screen/evaluate students in a timely manner?

Yes ____ No ____

Does the SLP effectively interpret evaluation results to parents and staff?

Yes ____ No ____

Rating: U ____ NI ____ E ____ HE ____

Comments: _____

3. Service Delivery

Does the SLP provide therapy to all students on their caseload using a variety of service delivery models(in class/inclusion, pull-out, consultation)? Yes ____ No ____

Does the SLP inform parents and teachers of student progress?

Yes ____ No ____

Rating: U____ NI____ E____ HE____

Comments: _____

4. Managerial Skills

Does the SLP provide consistent and prompt services? Yes____ No____

Does the SLP utilize their time effectively? Yes____ No____

Does the SLP comply with federal state and district timelines when providing services and writing IEPs? Yes____ No____

Rating: U____ NI____ E____ HE____

Comments: _____

5. Interpersonal Skills and Professionalism

Does the SLP contribute to the school's positive learning environment?

Yes____ No____

Does the SLP demonstrate positive interpersonal relationships with colleagues and parents? Yes____ No____

Does the SLP maintain a consistent attendance schedule?

Yes____ No____

Does the SLP demonstrate effective communication skills?

Yes____ No____

Rating: U____ NI____ E____ HE____

Comments: _____

Signature _____ Date _____

Print Name _____ School _____

Polk County Schools
Speech/Language Pathologist – Self-Evaluation

August 2013

Last Name	First Name	Schools Served	
SAP ID #			

Description	EPC Priority Expectations	Self-Evaluation (Employee)
<p>Prevention and Identification</p> <p>Provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
<p>Assessment and Evaluation</p> <p>Conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining eligibility for services and makes appropriate recommendations to the IEP team.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
<p>Service Delivery</p> <p>Uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:

Managerial Skills Manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
Interpersonal Skills and Professionalism Maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:

Supervisor Comments:	Speech/Language Pathologist Comments:

Employee Signature		Date	
Supervisor Signature		Date	

**POLK COUNTY PUBLIC SCHOOLS
Speech-Language Pathologist Assessment - Individual Goals Form**

Last Name	First Name	Location	Date(s)
SAP ID #			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Strategies	Timeline & Documentation Method
<input type="checkbox"/> Planning Session	Date:		
<input type="checkbox"/> Interim Review Session	Date:		
<input type="checkbox"/> Summary Review Session	Date:		
Comments	Speech-Language Pathologist	Supervisor Signature	Points Earned
			30 <input type="checkbox"/>
			21 <input type="checkbox"/>
			11 <input type="checkbox"/>
			00 <input type="checkbox"/>
	Goal Evaluation Rating Scale		
	<input type="checkbox"/> Highly Effective		
	<input type="checkbox"/> Effective		
	<input type="checkbox"/> Needs Improvement		
	<input type="checkbox"/> Unsatisfactory		

Speech-Language Pathologist Overall Annual Performance Evaluation Rating Form ["SLPOAPER"] 2013 - 2014

Speech-Language Pathologist Last Name	First Name	SAP ID#	School	ESE Director or Designee	
<input type="checkbox"/> Category I <input type="checkbox"/> Category II			School Year		
Evaluation Process Activity		Date[s]	Date	Date	Date
<input type="checkbox"/> Planning Conference					
<input type="checkbox"/> Interim Conference[s] as Applicable					
<input type="checkbox"/> Overall Annual Performance Evaluation Conference					
Evidence of Student Achievement EPC - 20% of Overall Annual Performance Evaluation					Points Range 0-20
U = Point Range 0-4	NI= Point Range 5-10	E = Point Range 11-16	HE = Point Range 17-20		
Table for Determining Points Values Tied to District-wide Student Learning Gains in Reading or Math					
Reading or Math Learning Gains Percentage Ranges – In the District			Points earned		
65% - 100% of Students in the District made Learning Gains in Reading or Math			<input type="checkbox"/>	20 [HE]	
50% - 64% of Students in the District made Learning Gains in Reading or Math			<input type="checkbox"/>	15 [E]	
40% - 49% of Students in the District made Learning Gains in Reading or Math			<input type="checkbox"/>	11 [E]	
21% - 39% of Students in the District made Learning Gains in Reading or Math			<input type="checkbox"/>	6 [NI]	
0% - 20% of Students in the District made Learning Gains in Reading or Math			<input type="checkbox"/>	0 [U]	
[Student Achievement Points/Rating]	Student Achievement Points		Student Achievement EPC Rating is...		
EPC Indicators Rated by ESE Director or Designee					
Highly Effective [HE], 10 Effective, [E], 7 Needs Improvement/Developing [NI], 5 Unsatisfactory [U], 0 [50% of Overall Annual Performance Evaluation]			ESE Director Rating	Points Range 0-50	Points Earned from ESE Director or Designee
Essential Performance Criteria	Comments				
1. Prevention and Identification - The SLP provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.				0,5,7,10	
2. Assessment and Evaluation – The SLP conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining appropriate tiered interventions and eligibility for services and makes appropriate recommendations to the IEP team.				0,5,7,10	
3. Service Delivery – The SLP uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to				0,5,7,10	

students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.				
4. Managerial Skills - The SLP manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.			0,5,7,10	
5. Interpersonal Skills and Professionalism – The SLP maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.			0,5,7,10	

Annual Priority Job Expectation Goals [30% of Overall Annual Performance Evaluation]			0-30	Points Earned
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U = 0	NI= 11	E = 21	HE = 30	
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Goal 1- Statement:	Rating	0,11,21,30	

Overall Annual Performance Evaluation Rating & Total Points	Rating is...	0-100	
--	---------------------	--------------	--

Table for Determining the Speech-Language Pathologist's Overall Annual Performance Evaluation Rating			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
Total Points Range [0-24]	Total Points Range [25-49]	Total Points Range [50-81]	Total Points Range [82-100]

Overall Comments By ESE Director or Designee	Overall Comments By Speech-Language Pathologist

ESE Director or Designee Signature	Speech-Language Pathologist Signature	Date
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Appendix G - Glossary

A

Alternative Certification Educator (ACE) Program

A research-based program offered through the Florida Department of Education designed to provide professional education preparation to newly hired teachers with subject area expertise who qualify for an initial Florida Certificate and need to fulfill instructional requirements to qualify as an educator.

ARROW

An Accountability Report of Reflections and Outcomes of Work. The form is used as documentation of the implementation and evaluation of professional learning at the school and district levels.

Attendance Determinant (2012-2013)

Criteria used to determine students included in the data set applied to determine student achievement. Students included in the student achievement rating portion of the teacher evaluation system have:

- Enrolled in both Full-time Equivalency (FTE) Survey 2 & 3 for a full year course
- Enrolled in FTE Survey 2 (1st semester)
- Enrolled in FTE Survey 3 (2nd semester)
- 20 or less absences (full-year course)
- 10 or less absences (semester course)

Atypical Teacher

A teacher whose teaching assignment is new, changes, or varies within the school year. This term is used with uncommon scenarios, see page 15

C

Category I Teachers

Teachers either in the Professional Educator Competency (PEC) Program, the Alternative Certification Educator (ACE) Program, the Educator Preparation Institute (EPI) Program, or Any classroom teacher that is new to the profession or new to the district regardless of the years of teaching experience and Florida Professional Educator Certification credentials **and any teacher that holds a Temporary Teaching Certificate.**

Category II Teachers

Teachers with Florida Professional Educator Certification who have more than one year of teaching experience in the district.

Contemporary Research

Seminal, foundational, or empirical research conducted within the last five to seven years.

D

Data Chats

Brief conversations between a teacher and an administrator that offer teachers the opportunity to review student achievement and other school-wide data and use this data to improve their instruction.

Deliberate Practice

The process by which teachers attain incremental gains in teacher expertise, under the supervision of their administrators, and through the support of their peers, in order to produce gains in student achievement from year to year. This evolves through practice and feedback.

Descriptor

Refers to any of the observable practices related to the EPCs and serves as an indicator as to the level to which a teacher successfully implements each EPC in his or her classroom/instruction.

Developmental Feedback

Information sharing between an administrator and teacher to increase the teacher's awareness, responsibility, and performance.

District Assessment

A standardized district determined assessment for a given subject applied across the district in a given subject area.

Domains

The broad categories for the Essential Performance Criteria based on the Florida Educator Accomplished Practices. They include:

- Instructional Design, Lesson Planning, and Assessment
- Instructional Delivery and Facilitation
- The Learning Environment
- Professional Responsibilities and Ethical Conduct

E**Educator Preparation Institute (EPI) Program**

An accelerated training program offered through Polk State College for newly hired teachers who have a four year degree and did not major in education.

Effective – See EPC Rating Rubrics**EPC Rating Rubrics**

Behaviorally anchored statements that operationally define the rating labels of Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory as applied to describe performance related to the Essential Performance Criteria.

Highly Effective – a rating that indicates that there is significant and varied evidence of teacher performance at the highest level of quality and consistency of practice; demonstrated practice is exemplary in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.

Effective - a rating that indicates that there is adequate evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is excellent in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.

Needs Improvement/Developing - a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Unsatisfactory - a rating that indicates that there is little or no evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is significantly lower than or non-existent toward meeting the expectation in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Evaluation

See Performance Evaluation

Evaluative Feedback

Feedback given by an administrator to a teacher during the summative evaluation conference as part of the annual performance rating.

F

Feedback Loops

A process that allows for continuous dialogue and collaboration between teachers and administrators that build sustainable, professional learning communities (reciprocal feedback).

Florida Educator Accomplished Practices (FEAPs)

Florida's core standards for effective educators. These standards form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

Focused Observation

An observation by an administrator while conducting classroom walkthroughs and other observations. It is used to gather specific information about a teacher's use of evidence-based practices for specific essential performance criteria. Data from this observation is analyzed and rated in order to examine the essential performance criteria at a more detailed level and for identifying a teacher's professional learning needs. It is one of two primary sources of information applied when rating a teacher on each essential performance criteria.

Formal Observation

Consists of an observation for a full class period (45 minutes or more) as deemed appropriate for various levels. This observation includes a planning conference (pre-observation conference) and a reflection conference (post-observation conference) with the teacher. The planning and reflection conferences should be scheduled 1-5 days preceding and following the observation.

G

Granular Level

Technically, a very detailed level.

H

High Probability Instructional Strategies

Research-based strategies that have been identified in contemporary research as having a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.

Highly Effective – see EPC Rating Rubrics

I

Informal Observation

An observation that can be announced or unannounced and may or may not include an observation of the full class period (10 to 30 minutes). Typically, there is no planning or reflection conference.

Instructional Assistance Conference/Form

A process used to promote prompt professional conversations regarding instructional assistance with teachers. This process and form does not replace the formal written plan of improvement required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.

Interim Performance Evaluation

A mid-year conference/conversation that takes place between a teacher and an administrator designed to focus on an analysis of the status of strategy implementation and student performance data between the initial planning session and summary review. A teacher's progress towards TARGET plans and ARROW documentation is also discussed at this time.

L

Learning Target

State determined or district determined goal for measurement of student progress.

M

Marzano Evaluation Model

The adopted Florida Teacher Evaluation Model that is founded on historical and contemporary research and offers an inclusive look at teacher effectiveness and development of expertise.

N

Needs Improvement/Developing – see EPC Rating Rubrics

Non-FCAT Subject/Grade Level Teachers

Teachers who teach a grade level or subject area that is not included as part of the Florida Comprehensive Assessment Test.

O

Observation Instrument – Appendix E

A comprehensive observation tool used by an administrator while conducting classroom walkthroughs, informal observations, and formal observations. The instrument is used to gather information about a teacher's use of evidence-based practices for essential performance criteria across all four domains.

On-going Professional Dialogue

Focused and collaborative conversations that occur throughout the year between a teacher and an administrator on improving student learning experiences and student engagement practices. The dialogue is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Organizational Context

The climate and environment in which an individual works.

Overall Annual Performance Evaluation Rating (OAPER)

Derived from the combination of values from points awarded to teachers individually based on student achievement data from the students matched to the teacher, ratings (Points) awarded to teachers individually based on demonstrated performance tied to rubrics and combined with points earned related to the teacher's situational context pertaining to the impact of specified student demographics, and ratings (Points) awarded to teachers individually based on self-evaluation. An annual contract will not be awarded if a teacher receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

P

Performance Evaluation

A supportive process with a goal to result in enhanced student growth, improved teacher professional learning, teacher performance, and teacher morale.

Professional Development Plan (PDP)

A formal improvement plan created for a teacher to address essential performance criteria ratings of "Unsatisfactory" (required) or "Needs Improvement/Developing" (optional).

Professional Education Competence (PEC) Program

A program designed for first year teachers without Florida Professional Certification. The program's competencies align with the Florida Educator Accomplished Practices, and the program fulfills one of the requirements for teachers working towards professional certification.

Q

Quality Assurance

The systematic monitoring and evaluation of the various aspects of teacher observation to maximize the probability that minimum standards of quality are attained by the evaluator.

R

Race to the Top (RTTT)

A federal grant program that will reward states for raising student achievement and promoting reform. Money will be granted to districts that participate over a four-year span and can only be used within the scope of the federal guidelines.

S

School Improvement Plan (SIP)

A formal plan delineating improvement strategies based upon a school's identified student subgroup needs. The plan is approved by the school board, submitted to the state department of education, and is public record.

Self-Evaluation

A part of the teacher evaluation where the teacher reflects individually on his/her practices as delineated in the rubric descriptions and then rates him or herself accordingly for each essential performance criteria.

The points earned from this self-evaluation make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating.

Situational Context

The conditions that exist in the teaching environment that are unique to the individual teacher's assigned students. (See Student Demographic Impact Factors)

Student Demographic Impact Factors

Adequate yearly progress variables identified as significant factors impacting a teacher's situational context. These factors are unique to each teacher. These factors include the percentage of students on free or reduced lunch, the percentage of students with exceptionalities, and the percentage of students whose primary language is other than English.

Student Learning Gain (SLG)

A student demonstrates learning gains by maintaining a score of 3 or higher on the FCAT 2.0 and EOCs, or at level 4 or higher on the FAA; by increasing their score by 1 or more achievement levels; or, for students that maintain FCAT 2.0 score at level 1 or 2, by demonstrating more than one year's growth on the FCAT 2.0 vertical scale. Students remaining at level 1, 2, or 3 on the FAA can demonstrate gains by scoring 5 points higher than in the previous year. Students remaining at level 1 or 2 after taking an EOC can demonstrate gains by increasing their common scale score.

Student Performance Data Source

FCAT and other state assessment data credited to teachers based on the students the teacher is teaching.

Summative Evaluation

The end of the evaluation cycle, which includes an administrator/teacher conference related to the teacher's Overall Annual Performance Evaluation Rating.

T

Teacher Evaluation Planning Session

Conference between teacher and administrator designed to focus on evaluation processes related to categories one and two. Discussion may include, but is not limited to, the following:

- a. Procedures and timeline
- b. Essential performance criteria
- c. Collegial planning
- d. Areas of continuous professional improvement

Teacher Evaluation System

Enhancing Student Achievement through Teacher Evaluation and Learning is a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.

Teachers’ Action Research Goals and Educational Timeline (TARGET)

Defines aspirational learning goals in a plan specific to the teacher and learning gains for students at the school. This timeline requires gathering and disaggregating student data for broad and specific patterns of need for students directly or indirectly assigned to the teacher. It involves the teacher in determining the learning objectives that will help students become successful based upon disaggregated data. Also, it entails the development of student outcome goals that provide the teacher with ongoing targets for instructional strategies to implement at the school. Finally, this timeline provides opportunities to demonstrate that professional learning strategies have helped students become successful based upon disaggregated data.

Timely and Actionable Feedback

Prompt and specific behavioral feedback an administrator provides to a teacher including the data collected during an observation and clarifying performance expectations supporting the teacher’s forward planning and continuous improvement of professional practices.

Trend Data

The past performance of a particular individual or group as measured over some period of time.

U

Unsatisfactory – See EPC Rating Rubrics

V

Value-Added Model

Process developed by the Department of Education to measure student learning growth.

W

Walkthrough Observation

An observation that can be announced or unannounced and generally consists of very brief classroom observations of 3-5 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis.

**This Contract is negotiated on your behalf
by the Polk Education Association**

POLK EDUCATION ASSOCIATION MEMBERSHIP/PAYROLL DEDUCTION CARD

I authorize my employer, The Polk County School Board of Polk County Florida, to deduct the amount indicated and remit same as instructed by the Association. I understand that the deduction amount may change and consent to such change without the necessity of additional authorization. This authorization may be revoked with a thirty (30) day written notice to the Polk Education Association.

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