

SECTION 6 - THE APPRAISAL SYSTEM

The EMCS, Inc. - Jerry Copeland Model

Philosophy

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

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

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

Generally, the guidelines can be summarized as follows:

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

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

Purpose

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

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

- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

Example Only – Insert Local Strategic Document

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. For many, this work is in progress and with encouragement should be completed in the future. **For purposes of example only, the consultant has included a belief statement, an organizational purpose and several organizational parameters that should be replaced when developed.**

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

Beliefs of the Dixie County School District

We believe that

- Education is the combined responsibility of students, parents, schools and community.
- Open and honest communication is essential.
- Education must be a priority of society.
- Education must be flexible and diverse.
- Visionary leadership and sound management are essential.
- Education should promote responsible citizenship and ethical behavior.
- Involvement improves education.
- Education should provide a safe, healthful, nurturing environment.
- All individuals have dignity and self-worth.
- All individuals can learn.

- Education is the key to successful living.
- Learning is a lifelong process.

Organizational Purpose

To provide quality education opportunities which develop self-sufficient, productive individuals who will advance the value of self and society.

Mission Statement

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

Parameters

- The educational needs of our students take precedence.
- We will always do a cost/benefit analysis before implementing new programs.
- All individuals will be treated in a professional and dignified manner with no discrimination based on race, color, religion, gender, age, marital status, sexual orientation, disability, political or religious beliefs, national or ethnic origin, or genetic information.
- We will provide a healthy and safe environment.
- We will always adhere to the professional code of ethics.

Student Growth and Achievement Measures

All teachers will be included in the teacher evaluation system using the student learning growth measure as 50% of their evaluation.

1. For measuring student learning growth during the 2011-2012 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local

growth measures as identified herein) or FCAT Reading or Mathematics as the student learning growth measure using the highest percentage of student growth from these measures in the calculation.

2. For measuring student learning growth during the 2011-2012 school year, the student learning growth measure for classroom teachers that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student growth measure using the highest percentage of student growth from these measures in the calculation.
3. For measuring student learning growth during the 2012-2013 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data, using the results that have the highest percentage of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student learning growth measure using the highest percentage of student growth from these measures in the calculation.
4. For measuring student learning growth during the 2012-2013 school year, the student learning growth measure for classroom teachers that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation for classroom teachers with less than 3 years of historical data or 50% for those classroom teachers with 3 years of historical data using the results that have the highest percentage of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students using (local growth measures as identified herein) or FCAT Reading or Mathematics as the student growth measure using the highest percentage of student growth from these measures in the calculation.

5. For measuring student learning growth during the 2013-2014 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 50% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers, using the results that have the highest percentage of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system.
6. For measuring student learning growth during the 2013-2014 school year, the FCAT Mathematics and Reading and EOC school results will be included as 50% of the student learning growth portion using the results of his or her students for classroom teachers that are not measured by a state assessments, using the results that have the highest percentage of student growth from these measures in the calculation.

School-wide service personnel such as guidance, media, physical education, art, music, staffing specialist, behavioral resource teachers and others will be evaluated on student learning gains pursuant to the following rubric.

- One-half of the Student Growth and Achievement score will be based on school-wide learning gains, the remainder of the calculation will be determined by observable contributory characteristics exhibited by the appropriate professional is supporting the teaching/learning process as well as individual program success.
 - **Physical Education**
 - Pre and post tests in speed, agility and endurance.
 - Presidential Physical Fitness awards.
 - Demonstrable student actions and skill in understanding the fundamentals of team sports as well as proficiency growth.
 - Demonstrable student actions and skill in understanding the fundamentals of individual sports as well as proficiency growth.
 - The development of teammanship, collaboration, respect, sportsmanship, conditioning, promotion of life skills, family recreation (which includes movement)
 - Follow-up studies to determine the number of students who participate in after-school inter-scholastic sports and/or inter-murals
 - Overall community support of the physical education program.
 - **Guidance Counselor**
 - The increase and placement results of direct student interaction/counseling
 - The number of successful interventions with students or families in crisis by referral to appropriate community agencies or direct involvement
 - The impact of the school-wide guidance services on recreating the classroom environment such that classroom management is enhanced
 - Other school-wide initiatives such as promoting a positive, collaborative working relationship with parents, such that instruction and student learning is directly impacted.

- Promoting student attendance such that the school-wide averages improve
 - Providing parenting classes to interested parents as well as human interaction training to teachers such that a positive learning environment prevails.
 - Maintaining accurate and timely records with respect to exceptional student education
 - Supporting and mentoring beginning teachers as well as teachers who are teaching out of field
- **Music**
 - The degree to which the music program promotes student participatory interest
 - The number and success of music performances for the student body and parents
 - For secondary schools, participation in All-County and All-State competitions as well as coaching students to participate in Solo & Ensemble opportunities
 - Leaving students to become more proficient in music skills which include reading music, vocal music, instrumental music
 - Increasing the number of scholarship offerings by inter-school level program articulation
 - Building community-wide support through parent association groups for the music program
- **Media**
 - Maintaining an age appropriate, contemporary collection as influenced by the allocation of appropriate resources
 - Maintaining contact with individual teacher as well as departments so that media and printed materials as well as additional resource listings are made available to classroom teachers at the beginning of each new unit
 - At the elementary level, schedule recreational reading activities in the media center, such activities to be conducted by the Media Specialist and/or community volunteers. Such activities will be designed to have a laser focus on experiencing the joy of reading and the discovery therein.
 - Monitoring the collection circulation so that use of the media center will grow and that the material on loan will be age appropriate and connected to the classroom curriculum continuum.
 - Serving as an ex-officio member on school-wide committees which deal with the teaching and learning process
 - Supporting and mentoring beginning teachers as well as teachers who are teaching out of field.
- **Drama**
 - Students will become more proficient in some of the basic "storytelling skills" which include: concentration, observation, projection, articulation & character development.

- Students will participate in creative collaboration and team-building activities through "theatre games" & class performances.
 - Students will discover and learn about the history of "Theatre" which will include but is not limited to: playwrights, styles of acting, physical theatre design, scenic & stage design, costumes, props, lighting design & sound design.
 - Students will have the opportunity to create & develop original theatrical and or presentational pieces for class.
 - Advanced theatre students will have the opportunity to participate in District & State Theatre events.
 - Rubrics are used to evaluate whole, small, and individual performances.
- **Art**
- High School students completing Drawing/Painting will demonstrate the ability to describe, analyze, interpret and judge a work of art.
 - Students will orally discuss art images and recognize their medium and style. (drawing, painting, sculpture, photograph, architecture, etc.)
 - Students will orally discuss principles and elements of design within artwork.
 - Students will recognize basic media, shapes, and tools and gain control of their use.
 - Students' county-wide will have their art displayed.
 - Students will learn art vocabulary in relationship to art from the past in a historical context.

These scores in percentages from school-wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the Student Success Act.

Multi Metric Characteristics and Milestone Events

Multi-metrics that can inform evaluations are to be developed during the 2011-2012 school year and will be submitted to the Department of Education for approval.

Performance Pay Structure

Grandfathered Instructional Personnel

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

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

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

Performance Pay Instructional Personnel

The **base salary** for instructional personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.

Beginning July 1, 2014, instructional personnel new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel shall be placed on the performance salary schedule.

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

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

The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating **other than highly effective or effective** for the year.

Advanced Degrees - A district school board may not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.

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

Salary Supplements - Each district school board shall provide for salary supplements for activities that must include, but are not limited to assignment to a Title I eligible school, assignment to a school in the bottom two categories of the school improvement system subject to s. 1008.33, F.S., certification and teaching in a critical shortage area, or based upon the assignment of additional academic responsibilities.

Performance Assessment Procedures

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

1. Orientation/Training

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

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

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

2. Planning Session

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

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals
- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

Two evaluations are required each year for instructional personnel in years one, two and three.

The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

3. Interim Reviews

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

4. Rating Scale Definitions

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

Highly Effective*

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

Effective*

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

Needs Improvement/Developing*

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

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

***See additional rubrics by domain category indicators as follows:**

PLANNING/PREPARATION

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

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Pedagogy <i>(Correlates with Domain Indicators 2, 3, 4)</i>	-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level. -Selects goals and objectives based on content standards and needs of students. -Sequences strategies and activities to create lessons that are rigorous and relevant. -Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.	-Highly Qualified in assigned content area. -Goals and objectives are aligned with the district and state curriculum standards. -Seeks ways to utilize strategies and activities that will engage students with the content. -Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.	-Is taking course work to become certified in content area. -Works with other members of the team to plan lessons that align with district and state content standards. -Learning outcomes are sometimes displayed so students can make the connection.	-Has little knowledge of subject area. -Relies on textbook organization to plan and prepare for the lesson.

<p>Organization <i>(Correlates with Domain Indicator 1)</i></p>	<ul style="list-style-type: none"> -Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year. -Continually revisits long range plans, sharing findings and drawing conclusions with colleagues. 	<ul style="list-style-type: none"> -Utilizes district and state content standards to develop long range plans. -Revisits long range plans as the year progresses. 	<ul style="list-style-type: none"> -Has some understanding of the district and state content standards and sometimes addresses them in lesson plans. 	<ul style="list-style-type: none"> -Has looked at the district and state content standards but they are not a part of the long range or daily planning process.
<p>Engagement <i>(Correlates with Domain Indicators 6, 7, 9)</i></p>	<ul style="list-style-type: none"> -Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process. -Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement. 	<ul style="list-style-type: none"> -Understands how students learn and plans for the use of a variety of instructional strategies. -Does some research regarding increased student involvement and writes plans incorporating new ideas. 	<ul style="list-style-type: none"> -Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time. 	<ul style="list-style-type: none"> -Does not understand how students learn and pays little attention to active involvement by all students during the learning process.
<p>Assessments <i>(Correlates with Domain Indicator 5)</i></p>	<ul style="list-style-type: none"> -Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning. -Utilizes data from on-going assessments to revisit and revise plans to better serve student needs. -Allows students to assess themselves and to provide input into the planning process. 	<ul style="list-style-type: none"> -Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning. -A review of assessment data usually informs the planning process. 	<ul style="list-style-type: none"> -Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time. 	<ul style="list-style-type: none"> -Learning outcomes are seldom assessed except for standardized tests. -Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.

<p>Quality (Correlates with Domain Indicator 8)</p>	<ul style="list-style-type: none"> -Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design. -Develops plans that are rigorous and demanding in content and involvement. -Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning. 	<ul style="list-style-type: none"> -Plans lessons that address each state standard. -Finds ways for students to see coherence in what they are studying. -Plans lessons that require the use of higher level thinking skills. -Helps students make connections to prior learning. 	<ul style="list-style-type: none"> -Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans. -Sometimes plans include the use of higher level thinking skills. 	<ul style="list-style-type: none"> -Lesson plans are incongruent with the state standards. -Plans deal with interaction of Webb's lower levels of knowledge.
--	--	---	---	--

CLASSROOM MANAGEMENT

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain a clean attractive learning environment.
13. Maintain academic focus by using a variety of motivational techniques.
14. Establish and use behavior management techniques which are appropriate and effective.
15. Establish routines and procedures and work with students on consistently following them.
16. Create a learning climate that is challenging yet non-threatening.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations, and Board policy.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Learning Environment <i>(Correlates with Domain Indicators 10, 12, 16)</i>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
Techniques <i>(Correlates with Domain Indicators 11, 13,)</i>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

<p>Efficiency/Time Management <i>(Correlates with Domain Indicators 15, 17, 18, 19, 20, 21, 22)</i></p>	<ul style="list-style-type: none"> - Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students. - Transitions are smooth with students assuming responsibility; no instructional time is lost. 	<ul style="list-style-type: none"> - Establishes and posts routines but students require prompting to follow them. - Transitions are smooth; little instructional time is lost. 	<ul style="list-style-type: none"> - Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time. - Smooth transitions do not always occur, resulting in a loss of instructional time. 	<ul style="list-style-type: none"> - Has not established routines and instructional time is frequently lost for routine tasks and interruptions. - Transitions result in lost instructional time and behavior problems.
<p>Behavior Management <i>(Correlates with Domain Indicators 14,24)</i></p>	<ul style="list-style-type: none"> - Anticipates student behavior and prevents problems. - A wide variety of appropriate and effective behavior management techniques have been established and utilized. - School rules, administrative regulations and Board policies are followed and enforced on a daily basis. 	<ul style="list-style-type: none"> - Consistently monitors student behavior. - Appropriate and effective behavior management techniques have been established and utilized. - Administrative regulations and Board policies are followed and enforced. 	<ul style="list-style-type: none"> - Sporadically monitors student behavior. - Behavior management techniques are not consistently applied, resulting in behavior problems. - Administrative regulations and Board policies are not consistently followed or enforced. 	<ul style="list-style-type: none"> - Rarely monitors student behavior. - Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. - School and district rules and policies are not followed.
<p>Expectations <i>(Correlates with Domain Indicator 16)</i></p>	<ul style="list-style-type: none"> - Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations. 	<ul style="list-style-type: none"> - Clearly communicates high expectations for student behavior to all students. 	<ul style="list-style-type: none"> - Develops student standards of conduct and most students appear to understand them, although not all students adhere to them. 	<ul style="list-style-type: none"> - Has not established or communicated standards of conduct for students.
<p>Supervision <i>(Correlates with Domain Indicator 23)</i></p>	<ul style="list-style-type: none"> - Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment. 	<ul style="list-style-type: none"> - Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher. 	<ul style="list-style-type: none"> - Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher. 	<ul style="list-style-type: none"> - Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.

ASSESSMENT/EVALUATION

- 25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
- 26. Develop and use diagnostic assessments prior to instruction.
- 27. Use on-going assessments to monitor learning and adjust instruction.
- 28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
- 29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.
- 30. Communicate, in understandable terms, individual student progress knowledgeable and responsibly to the student, parents, and professional colleagues who need access to the information.
- 31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.
- 32. Communicate, post, explain lesson expectations so students understand what is expected.
- 33. Evaluate the effectiveness of instructional units and teaching strategies.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Protocol <i>(Correlates with Domain Indicator 25)</i>	<ul style="list-style-type: none"> -Understands the value of standardized testing, strict directions and test security. -Students realize the importance of testing. 	<ul style="list-style-type: none"> -Follows all directions for standardized testing and test security. -Talks with students about testing and the significance to the learning process. 	<ul style="list-style-type: none"> -Requires close supervision and follow up to ensure that standardized testing is carried out accurately. 	<ul style="list-style-type: none"> -Does not value standardized testing and is compliant at best.

<p>Diagnosis (Correlates with Domain Indicator 26)</p>	<ul style="list-style-type: none"> -Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly. -Uses data from diagnostic measures to plan for ways to meet individual needs. -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly. 	<ul style="list-style-type: none"> -Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs. -Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students. 	<ul style="list-style-type: none"> -Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction. -Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study. 	<ul style="list-style-type: none"> -Begins instruction with the assumption that students should know the prior content. -Does not check for understanding or for diagnostic information during the course of a unit of study.
<p>Analysis (Correlates with Domain Indicators 27, 33)</p>	<ul style="list-style-type: none"> -Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation. 	<ul style="list-style-type: none"> -Reviews available data to evaluate instructional planning, teaching strategies and program evaluation. 	<ul style="list-style-type: none"> -Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation. 	<ul style="list-style-type: none"> -Does not analyze own instructional planning, teaching strategies or program evaluation.
<p>Understanding (Correlates with Domain Indicators 28, 29)</p>	<ul style="list-style-type: none"> -Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate. 	<ul style="list-style-type: none"> -Frequently checks for understanding and reteaches as appropriate. 	<ul style="list-style-type: none"> -Asks students if they understand during the lesson, but often does not follow up with individual feedback. 	<ul style="list-style-type: none"> -Seldom checks for individual student understanding.

<p>Communication (Correlates with Domain Indicator 30)</p>	<p>-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.</p>	<p>-Articulates academic progress to individual students, their parents, and appropriate colleagues.</p>	<p>-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.</p>	<p>-Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.</p>
<p>Responsibility (Correlates with Domain Indicator 31)</p>	<p>-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</p>	<p>-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</p>	<p>-Encourages students to do their best and check their work prior to grading.</p>	<p>-Permits students to move along in the instructional process regardless.</p>
<p>Expectations (Correlates with Domain Indicator 32)</p>	<p>-Communicates, posts, explains lesson expectations clearly so students know what is expected. -Checks for understanding of expectations regularly.</p>	<p>-Posts lesson expectations so students will know what is expected.</p>	<p>-Tells students what is expected and occasionally posts an example from a previous class.</p>	<p>-Expects students to read the text and follow the directions without expectations clarified or posted.</p>

STUDENT INSTRUCTIONAL ENGAGEMENT

34. Demonstrate knowledge and understanding of curriculum content.
35. Communicate high expectations for learning for all students.
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
37. Monitor learning activities, providing feedback and reinforcement to students.
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Goal Focus	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

<p>Knowledge of Content (Correlates with Domain Indicators 34, 36, 38, 39, 41, 42, 43)</p>	<ul style="list-style-type: none"> - Displays extensive content knowledge with evidence of the most current information in the content area. - Fully explains concepts and connects content to other areas, student experiences and interests or to current events. - Sparks student excitement and interest in the content. 	<ul style="list-style-type: none"> - Demonstrates content knowledge and delivers content that is factually correct. - Content is clear and well-organized and key points or main ideas are emphasized. - Connects the content to other parts of the discipline or other disciplines. 	<ul style="list-style-type: none"> - Has gaps in content knowledge. - Content is factually correct but explanations lack clarity and content is not well organized. - Does not emphasize key points or make connections to other parts of the discipline or with other disciplines. 	<ul style="list-style-type: none"> - Makes content errors; explanations are unclear and fails to build student understanding of key concepts. - Does not make connections to other areas or disciplines. - Students are confused but instruction continues as planned.
<p>Expectations (Correlates with Domain Indicators 35, 37, 38, 42, 44, 45)</p>	<ul style="list-style-type: none"> - Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs. - Students participate in forming their own academic goals and analyzing their progress. 	<ul style="list-style-type: none"> - Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs. - Students value academic success as evidenced by the quality of their work. 	<ul style="list-style-type: none"> - Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs. - Students may occasionally spend time off-task or give up when work is challenging. 	<ul style="list-style-type: none"> - Does not establish or communicate high expectations for learning and achievement. - There is no evidence of adjusting and adapting instruction to meet individual needs. - Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.

<p>Instructional Strategies (Correlates with Domain Indicators 36, 38, 39, 40, 41, 42)</p>	<ul style="list-style-type: none"> – Selects highly effective strategies, materials and groupings to involve and motivate all students. – Consistently utilizes current research and new and innovative instructional materials. – Seeks out and integrates technology to maximize student learning. – Incorporates a variety of activities designed to foster higher level thinking and problem solving. – All students are involved in relevant work in which they are active learners and problem solvers. 	<ul style="list-style-type: none"> – Selects effective strategies, materials and classroom groupings to foster student learning. – Utilizes available technology and has students think about, discuss and use the ideas and skills being taught. – Incorporates activities designed to foster higher level thinking and problem solving. – Students are involved in relevant work in which they are active learners and problem solvers. 	<ul style="list-style-type: none"> – Uses a limited inventory of classroom strategies, materials and groupings with mixed success. – Understands the importance of technology but does not incorporate it into lessons effectively. – Lessons do not actively involve all students in learning activities or incorporate higher level thinking. 	<ul style="list-style-type: none"> – Uses only one or two teaching strategies or types of materials and fails to reach most students. – Rarely incorporates technology into lessons. – Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.
<p>Monitoring and Feedback (Correlates with Domain Indicators 37, 42)</p>	<ul style="list-style-type: none"> – Utilizes multiple formative and summative assessments to assess student understanding and mastery of content. – Feedback is consistently provided in a timely manner and is of high quality. – Creates opportunities for learners to monitor and analyze their own progress. – Makes ongoing adjustments in teaching strategies based upon individual student learning. 	<ul style="list-style-type: none"> – Utilizes standardized formative and summative assessments to assess student understanding and mastery of content. – Provides learners timely and consistent feedback. – Monitors classroom performance and adjusts teaching strategies. 	<ul style="list-style-type: none"> – Fails to consistently use formative and summative instruments to assess student understanding and mastery of content. – Understands the importance of feedback but fails to consistently provide high quality content in a timely manner. – Does not always adjust instruction based upon results. 	<ul style="list-style-type: none"> – Sporadically monitors student learning. Provides poor quality or late feedback. – There is no evidence that instructional strategies are adjusted or modified based upon feedback.

<p>Individual Student Needs (Correlates with Domain Indicators 38, 40, 43)</p>	<ul style="list-style-type: none"> - Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding. - Displays knowledge of the learning needs and accommodations for all students, including those with special needs. 	<ul style="list-style-type: none"> - Differentiates and scaffolds instruction to accommodate most students' learning needs. - Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content. 	<ul style="list-style-type: none"> - Attempts to accommodate students with special needs, but meets with mixed success. - May miss opportunities to differentiate instruction. 	<ul style="list-style-type: none"> - Fails to provide differentiated instruction for students with special needs. - Displays little knowledge of student needs.
<p>Intervention (Correlates with Domain Indicators 46)</p>	<ul style="list-style-type: none"> - Is well educated on the signs of student distress and abuse and district policies for referral and reporting. - Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher. 	<ul style="list-style-type: none"> - Is educated on the signs of student distress and abuse and district policies for referral and reporting. - Acts promptly when signs are observed or conditions reported to the teacher. 	<ul style="list-style-type: none"> - Is aware of some of the signs of student distress and abuse and district policies for referral and reporting. - Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner. 	<ul style="list-style-type: none"> - Is unaware of the signs of student distress and abuse and district policies for referral and reporting. - Fails to pick up on signs of distress or abuse and does not report these as required.

TECHNOLOGY

47. Use appropriate technology in instructional delivery.
 48. Use technology to establish an atmosphere of active learning.
 49. Provide students with opportunities to use technology to gather and share information with others.
 50. Facilitate student access to the use of electronic resources.
 51. Explore and evaluate new technologies and their educational impact.
 52. Use technology to review student assessment data.
 53. Use technology for administrative tasks.

Performance Requirement	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Delivery <i>(Correlates with Domain Indicators 47)</i>	<ul style="list-style-type: none"> -Seeks out and envisions novel ways for using technology to deliver content. -Uses technology to earn students interest and desire to continue with the learning task. -Uses technology to design lessons that are rigorous and relevant. -Uses technology to maximize learning. -Technology use is seamless in lesson design, delivery and student use. 	<ul style="list-style-type: none"> -Uses technology to deliver content in a variety of ways. - Realizes that technology use will increase student interest. -Uses technology to increase the use of higher level thinking skills. 	<ul style="list-style-type: none"> -Is beginning to explore the occasional use of technology to engage students in the learning process. 	<ul style="list-style-type: none"> -Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.
Engagement <i>(Correlates with Domain Indicators 48, 49, 50)</i>	<ul style="list-style-type: none"> -Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process. -Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology. 	<ul style="list-style-type: none"> -Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems. 	<ul style="list-style-type: none"> -Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process. 	<ul style="list-style-type: none"> -Is beginning to explore available technology. -Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.

<p>Professional Growth <i>(Correlates with Domain Indicator 51)</i></p>	<ul style="list-style-type: none"> -Is on the cutting edge of technology exploration and implementation. -Regularly seeks out new technologies and shares information with administrators and colleagues. -Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues. 	<ul style="list-style-type: none"> -Reads articles and attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom. 	<ul style="list-style-type: none"> -Understands the need to learn more about technology and its use in the school setting and will cooperate when asked. 	<ul style="list-style-type: none"> -Is overwhelmed at the fast pace with which technology is changing. -Finds it difficult to relate to today's technology savvy students.
<p>Data Analysis <i>(Correlates with Domain Indicator 52)</i></p>	<ul style="list-style-type: none"> -Uses technology to gather, analyze and make sense of data. -Meets with colleagues to address concerns, look for trends and to celebrate successes. - Utilizes data when making instructional decisions that address individual student needs. -Utilizes data to make instructional decisions and inform parents regarding student progress. 	<ul style="list-style-type: none"> -Uses technology to record, analyze and review student assessment data. -Shares data analysis with students, their parents and colleagues. 	<ul style="list-style-type: none"> -Records and reviews data, and uses data for planning purposes. -Looks at whole class data and seldom applies data to the individual student. 	<ul style="list-style-type: none"> -Records data as required.

<p>Record Keeping and Communication (Correlates with Domain Indicator 53)</p>	<ul style="list-style-type: none"> -Efficiently and effectively uses technology for communication within the school, between schools and beyond. -Uses technology to create avenues for parental involvement in the learning process. -Maintains accurate and timely records, assisting others with proven record keeping strategies. 	<ul style="list-style-type: none"> -Communicates in a timely and effective manner with colleagues. -Collaborates with others to solve problems. -Fulfills all administrative record keeping requirements in a timely and accurate manner. 	<ul style="list-style-type: none"> -Is beginning to use technology as a tool for some administrative tasks. -Sometimes uses the computer for communication. -Occasionally fails to complete reports on time or accurately. 	<ul style="list-style-type: none"> -Finds the use of technology a burden. -Is troubled by the significant amount of time involved to learn a new computer program or system. -Frequently fails to complete reports on time or accurately.
--	--	--	---	--

COLLABORATION

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
 55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
 56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
 57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
 58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Students and Families <i>(Correlates with Domain Indicators 54, 55, 56, 58)</i>	<ul style="list-style-type: none"> – Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents. – Provides leadership in working collaboratively with parents to improve student performance and/or behavior. – Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families. – Deals immediately and successfully with parent concerns and makes parents feel welcome. – Written and oral communications are exemplary. 	<ul style="list-style-type: none"> – Communicates in a timely and consistent manner with parents for the benefit of students. – Works collaboratively with parents to improve student performance and/or behavior. – Provides frequent information to parents about the instructional program and their student's progress. – Returns parent phone calls and emails promptly and makes parents feel welcome in the school. – Written and oral communication is always informative and expressed in standard English. 	<ul style="list-style-type: none"> – Communications to parents are sporadic and inconsistent. – Works collaboratively with parents only when directed to do so. – Provides parents the minimum information concerning the instructional program and their student's progress. – Is slow to respond to parent concerns and does not try to make them feel welcome at school. – Written and oral communications contain occasional errors. 	<ul style="list-style-type: none"> – Frequently fails to communicate with parents concerning the instructional program or their students' progress. – Fails to return parent phone calls or work collaboratively with parents. – Makes parents feel unwelcome at school. – Written and oral communications frequently contain errors.
Other Professionals <i>(Correlates with Domain Indicators 54, 55)</i>	<ul style="list-style-type: none"> – Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance. 	<ul style="list-style-type: none"> – Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance. 	<ul style="list-style-type: none"> – Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so. 	<ul style="list-style-type: none"> – Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.

<p>Teamwork (Correlates with Domain Indicator 57)</p>	<ul style="list-style-type: none"> - Continually provides leadership in the development of and/or implementation of standards. - Initiates the sharing of ideas and resources with team members. 	<ul style="list-style-type: none"> - Participates in team planning to implement state/district standards. - Participates in the sharing of ideas and resources with team members. 	<ul style="list-style-type: none"> - Is occasionally absent from team meetings and planning sessions. - Rarely shares ideas or resources with team members. 	<ul style="list-style-type: none"> - Rarely participates in team meetings or planning sessions. - Provides almost no ideas or resources for team members.
--	--	---	---	---

PROFESSIONAL LEARNING

- 59. Engage in continuing improvement of professional knowledge and skills.
- 60. Assist others in acquiring new knowledge and understanding.
- 61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
- 62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- 63. Participate in school data collection of teacher input on principal's performance assessment program.

Performance Responsibilities	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Collaboration <i>(Correlates to Domain Indicators 59)</i>	<ul style="list-style-type: none"> -Meets with colleagues at least weekly to review student work, design lessons or share curriculum information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues. 	<ul style="list-style-type: none"> -Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings. 	<ul style="list-style-type: none"> -Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues. 	<ul style="list-style-type: none"> -Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.

<p>Leadership Contributions (Correlates to Domain Indicators 60, 61, 63)</p>	<ul style="list-style-type: none"> -Continually seeks out ways to become a more effective teacher. -Creates opportunities to provide professional development for colleagues. -Represents the faculty at meetings and training sessions. -Assumes responsibility for disseminating information to the faculty. 	<ul style="list-style-type: none"> -Works with colleagues to plan and present workshops. -Serves on committees and shares information with others. 	<ul style="list-style-type: none"> -Attends professional development activities but does not serve in a leadership role. 	<ul style="list-style-type: none"> -Attends meetings, professional development as required but seldom relates new information to professional growth.
<p>Self Assessment (Correlates to Domain Indicator 62)</p>	<ul style="list-style-type: none"> -Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes. -Routinely monitors strategies to assure that progress is being made toward goal attainment. -Gathers data and talks with colleagues about findings. 	<ul style="list-style-type: none"> -Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan. -Aligns learning opportunities to focus on selected goals. 	<ul style="list-style-type: none"> -Recognizes the need to continuously improve and conducts a self assessment. -Writes personal goals that focus on improving teaching. -Looks for evidence of goal attainment at the end of the semester/year. 	<ul style="list-style-type: none"> -Fails to conduct a self assessment or to write goals as required.

PROFESSIONAL RESPONSIBILITIES

- 64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- 65. Perform assigned duties including the accurate and timely filing of all reports.
- 66. Demonstrate attention to punctuality, attendance, records, and reports.
- 67. Maintain confidentiality of student and other professional information.
- 68. Comply with policies, procedures, and programs.
- 69. Exercise appropriate professional judgment.
- 70. Support school improvement initiatives by active participation in school activities, services, and programs.
- 71. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Reliability <i>(Correlates with Domain Indicators 65,66, 68)</i>	<ul style="list-style-type: none"> – Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments. 	<ul style="list-style-type: none"> – Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records. 	<ul style="list-style-type: none"> – Occasionally is late or fails to complete assigned tasks. Makes errors in records. 	<ul style="list-style-type: none"> – Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.
Judgment/ Professionalism <i>(Correlates with Domain Indicators 64, 67, 69)</i>	<ul style="list-style-type: none"> – Is always ethical and honest and uses impeccable judgment. – Always observes appropriate boundaries and respects confidentially. – Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards. 	<ul style="list-style-type: none"> – Is ethical and honest and uses good judgment. – Maintains appropriate boundaries and student confidentially. – Actively participates in team or departmental decision-making and observes professional standards. 	<ul style="list-style-type: none"> – Sometimes uses questionable judgment and is less than completely honest and direct. – Sometimes violates boundaries and occasionally discloses student information. – Participates in team or departmental decision-making but decisions are not always based on professional standards. 	<ul style="list-style-type: none"> – Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest. – Violates appropriate boundaries and discloses student information. – Makes decisions based solely on self interests.

<p>Contributions (Correlates with Domain Indicator 70)</p>	<ul style="list-style-type: none"> - Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees. - Is a leader for one or more school activities. - Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school. 	<ul style="list-style-type: none"> - Is a positive team member and volunteers to serve on committees and attend school activities. - Contributes ideas and expertise to accomplish the overall mission of the school. 	<ul style="list-style-type: none"> - Rarely serves on committees or attends school activities. - Rarely contributes ideas to improve the school or support its mission. 	<ul style="list-style-type: none"> - Declines invitations to serve on committees or attend school activities. - Never contributes ideas to improve the school or support its mission. - Actions are inconsistent with the school's school improvement plan or the school's mission.
---	---	---	---	--

Pedagogy Bibliography

Teacher Analysis Form, School District of Walton County. (Supplied by Jerry Copeland)

Correlation of Teacher Standards, School District of Walton County. (Supplied by Jerry Copeland)

"College of Education Student Teacher Evaluation Form and Rubrics." *The University of Nebraska Kearney*. University of Nebraska Kearney, 2010. Web. 25 June 2011. <<http://www.unk.edu/academicaffairs/assessment.aspx?id=4827>>.

Danielson, Charlotte, "Enhancing Professional Practice: a Framework for Teaching". ASCD. 1996. Web. 25 June 2011. <http://www.pekin.net/pekin108/human_resources/tips/documents/DanielsonRubric.pdf>

Marshall, Kim. "Teacher Evaluation Rubrics". Ecology of Education.net. Revised May 16, 2009. Web. 25 June 2011. <<http://ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf>>

"North Carolina Teacher Evaluation Process". Public Schools of North Carolina. State Board of Education, Department of Public Instruction. August 2008. Web. 25 June 2011. <<http://www.ncpublicschools.org/docs/profdev/training/teacher/required/rubricassessmentform.pdf>>

"RISE Evaluation and Development System, Indiana Teacher Effectiveness Rubric", Draft Version. Indiana Department of Education. June 7, 2011. Web. 25 June 2011. <http://www.doe.in.gov/puttingstudentsfirst/documents/2011-06-07_teacher_effectiveness_rubric_draft.pdf>

"Teacher Evaluation". Utah Education Network. (Adapted from Effective Professional Practice: A Framework for Teaching by Charlotte Danielson, and published by ASCD), 2010. Web. 25 June 2011. <http://www.uen.org/Rubric/rubric.cgi?rubric_id=1512>

5. Other Documentation Sources

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

- A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.
- B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include
 1. Self Evaluation
 2. School Improvement Plan - From the annual analysis of the teacher evaluation instrument, including the distribution of rankings, this data will be used to influence individual school and the district school improvement planning process.
 3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
 - High School Competency Test
 - Formal and informal program reviews
 4. Southern Association Accreditation Reports
 5. School Climate Survey Instruments from **parents and students.**
 6. Collect parent input by including the following statement on the Annual School Climate Survey: **“If an educator at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator.”**
 7. All duties required of the position (job descriptions)
 8. School Performance Grade

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

- C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.
- D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Dixie County through the master inservice plan.
- E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.
- F. **Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

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

6. Professional Development Assistance Plan

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

7. Beginning Teacher and Out-of Field Support

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

8. Career Development

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

9. Coaching and Assistance

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

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

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

10. Performance Assessment Tasks and Timelines

(Please refer to pages 42 and 43)

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

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

employees in years 1-3. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

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

11. Professional Learning

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

- Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The principal and the instructional employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.
- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

12. Performance Appraisal Summary

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

13. Other Summary Considerations

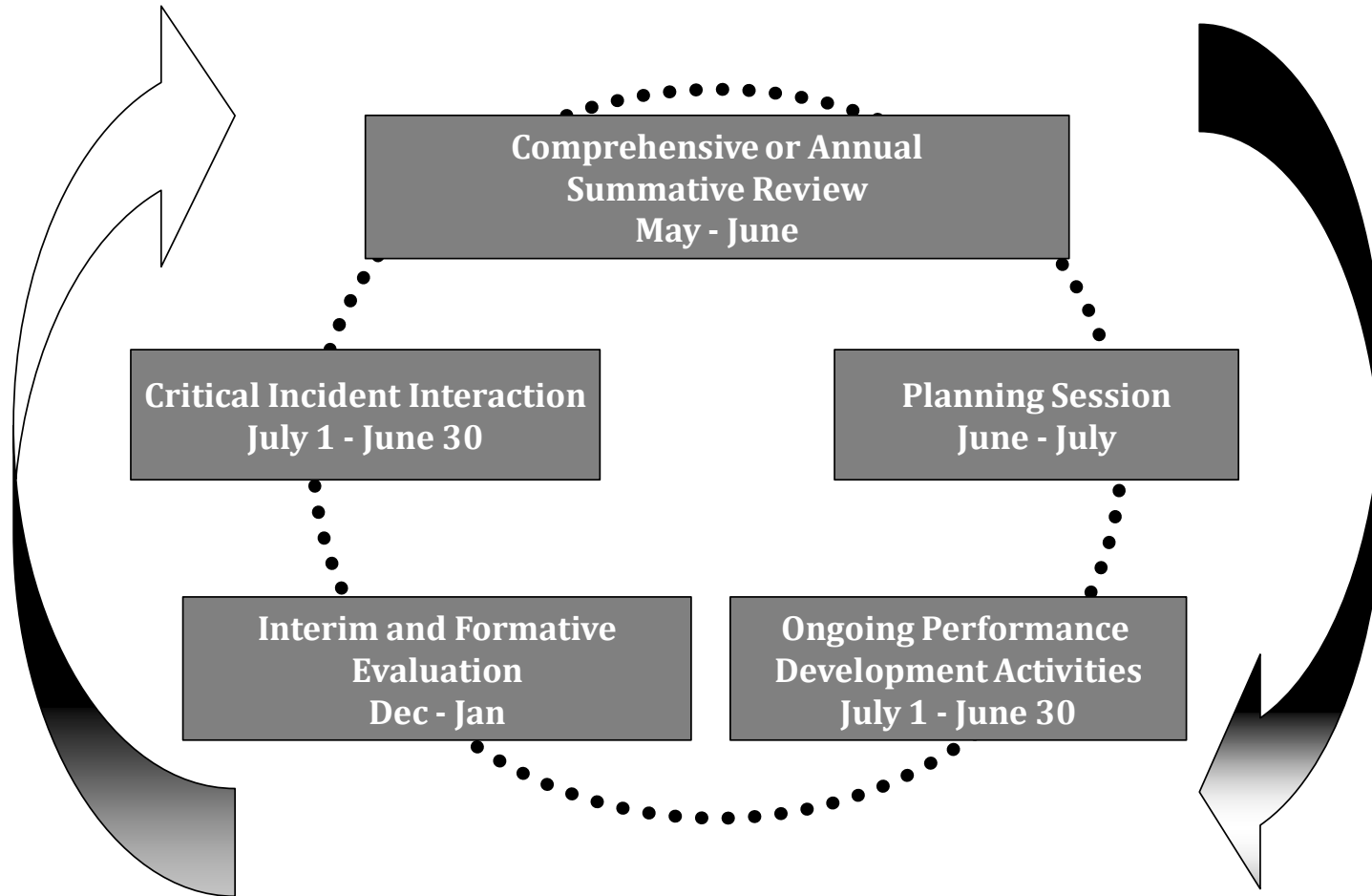
This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in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

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

14. Annual Review of Evaluation System

The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indicator. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. This process will continue through the 2013-14 school year and all amended evaluation systems will comply with Florida Statutes.

Administrative Performance Appraisal Tasks and Timelines



Performance Appraisal Tasks

Comprehensive or Annual Summative Review

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

Planning Session

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

On-going Performance Development Activities

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

Interim - Formative Reviews

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

Critical Incident Interactions

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

Additional References on Effective Teaching

- Anderson, L.W, et. al. (2001) A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, New York: Longman.
- Carleton, L., & Marzano, R. J. (2010). Vocabulary games for the classroom. Bloomington IN: Marzano Research Laboratory
- Cooper, H. (2009). Research synthesis and meta-analysis: A step-by-step approach (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Danielson, C. (2007) Enhancing Professional Practice; 2nd edition, Alexandria, VA: Association for Supervision and Curriculum Development, Englewood, CO
- Danielson, C. (2009) Talk About Teaching: Leading Professional Conversations, Corwin Press
- Danielson, C. (2009) The Handbook for Enhancing Professional Practice: Using the framework for Teaching in Your School. Association for Supervision and Curriculum Development, Englewood, CO
- DuFour, R., & Marzano, R. J. (2011). Leaders of learning: how district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree
- Haystead, M. W. & Marzano, R.J. (2010). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on instructional Strategies. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
- Marzano Research Laboratory (2009). Meta-analysis database. Retrieved August 24, 2009 from http://www.marzanoresearch.com/research/meta_analysis_database.aspx. Marzano Research Laboratory (marzanoresearch.com)
- Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. & Brown, J.L ,(2009). Handbook for art and science of teaching: Alexandria, VA: Association for Supervision and Curriculum Development
- Marzano, R. J., & Pickering, D. J., with Heflebower, T. (2010). The highly engaged classroom. Bloomington, IN: Marzano Research Laboratory
- Marzano, R.J (2009) Designing and Teaching Learning Goals, Alexandria, VA: Association for Supervision and Curriculum Development