

***TEACHER ASSESSMENT SYSTEM***  
***2009-2010***

***Duval County Public Schools***  
***Jacksonville, Florida***

## **ADDENDUM**

During the spring and summer of 2003, the Teacher Assessment Committee, appointed by the superintendent and representative of the Duval County Public Schools and Duval Teachers United, reviewed the performance appraisal instruments used in the school system. After a review of current research literature and discussion of district and state mandates, modifications to the instruments were made. The new instruments capture effective teaching behaviors. Additionally, the instruments reflect the district's focus on standards and student work.

### **Preface**

The Florida Legislature and the State Board of Education, respectively, passed Florida Statute 1012.34 and State Board of Education Rule 6B-4.0042(e). These rules, in essence, require each of Florida's public school districts to develop and implement a locally relevant, research-based system for assessing the performance of the duties and responsibilities by instructional personnel. Though the mandate inherent in these rules presented a formidable task, the task was one which is consistent with the school district's philosophy regarding teacher assessment and development. Thus, the Florida Legislature provided the impetus for development of the Duval County School District's Teacher Assessment System. The following is a description of the Teacher Assessment System and its underpinnings, along with proposed procedures for its implementation and refinement.

### **Philosophy**

Within the Duval County School District educational administration, teacher assessment, and teacher development are viewed as important, interrelated processes. The prevailing belief is that these processes are interrelated in a fashion such that the performance of one is largely contingent on successful performance of the other two. More importantly, it is believed the successful performance of all three of these processes is prerequisite to, and to a large extent, underlies, improvement in instruction and the quality of education throughout the school district.

With the foregoing in mind, efforts were made to develop a teacher assessment system, which can be applied and used by educational administrators within the school environment. Given the pivotal role of the teacher assessment process, efforts were made to develop a system composed of valid and reliable measures of teacher performance. Finally, efforts were made to develop an assessment system, which, in essence, serves as a vehicle for teacher growth and development, as well as a reliable basis on which to base fair and equitable management decisions.

Foremost in any assessment system is the management of effective performance. In order to accomplish this, four interdependent components are required: Teaching performance, educational leadership, assessment activities, and teacher skill enhancement. Each component occurs within a framework that impacts upon TAS and is impacted by TAS. The framing factors are: organizational and individual goals, student outcomes, personnel decisions, and career counseling. It is these factors that will serve in evaluating the performance of instructional personnel.

## **Teaching Competencies and Performance Indicators**

Accurate assessment of teaching competency dictates the identification and use of observable, quantifiable assessment criteria. These criteria typically take the form of competency statements with associated behavioral indicators. The competencies must reflect widely accepted measures of teaching competence, while the accompanying indicators must be clear descriptions of teacher behaviors, which can be readily observed by an evaluator. Such competencies and indicators enable an evaluator to identify whether a desired competency has been demonstrated. Efforts have been made to ensure that such competency statements and associated indicators are incorporated into the assessment system developed.

The following competencies have been included in Duval County's Teacher Assessment System:

- (A) Promotes student growth and performance
- (B) Evaluates instructional needs of students
- (C) Plans and delivers effective instruction
- (D) Shows knowledge of subject matter
- (E) Utilizes appropriate classroom management techniques, including the ability maintain appropriate discipline
- (F) Shows sensitivity to student needs by maintaining a positive school environment
- (G) Communicates with parents
- (H) Pursues professional growth
- (I) Demonstrates professional behaviors

Selection of these competencies was guided by findings of a review of validated assessment systems and a review of the research.

## Assessment Criteria

### Performance Indicators

#### **A. PROMOTES STUDENT GROWTH AND PERFORMANCE**

##### **A1. Achievement is continuous and appropriate for age, group, subject area and/or student program classification**

Explanation/Example(s) *Teacher instructs at appropriate level based on school improvement goals and objectives. Evidence would include lesson plans, assessment classroom profile log/chart, student journals, student portfolios, or other student work.*

##### **A2. Provides evidence of adequate progress in meeting standards**

Explanation/Example(s) *Teacher documents progress through pre and post assessment (i.e., student portfolios, work samples, reading and other subject area assessments, criterion tests, standardized tests, and teacher made tests). Evidence includes grade book, student work, assessment profiles, student portfolios, test results, and projects.*

##### **A3. Integrates student performance data into lesson plan**

Explanation/Example(s) *The teacher determines plans for student instruction (i.e., small ad hoc skill groups, remediation/enrichment activities) based on student data. Evidence could include lessons plans, provisions for ad-hoc skill group, and safety nets.*

##### **A4. Uses an objective system of student performance**

Explanation/Example(s) *The teacher records and maintains an accurate account for the documentation of grades received by students. The teacher uses district grading criteria in a consistent manner. Evidence could include grade book, assessment classroom profile log/chart, and rubrics.*

##### **A5. Shows measurable student gains toward meeting standards**

Explanation/Example(s) *Teacher documents student gains. Evidence could include pre and post assessments, student portfolios, assessment classroom profile log/chart, student work samples, projects, running records, standardized tests, criterion tests, and teacher made tests.*

#### **B. EVALUATES INSTRUCTIONAL NEEDS OF STUDENTS**

##### **B1. Uses multiple assessment techniques**

Explanation/Example(s) *The teacher uses multiple sources of data (i.e., pre and post assessment, portfolios, standardized tests, criterion referenced tests, teacher made tests, assessment classroom profile log/chart, running records, and other student data assessment for student performance to determine student's academic level.*

##### **B2. Interprets and uses data for individual diagnosis**

Explanation/Example(s) *The teacher reviews and uses student data (i.e., classroom profile sheets, student portfolios, standardized tests, criterion referenced tests, tapes, assessment classroom profile log/chart, running records, teacher made tests, and other student data assessment) to determine student entry level.*

##### **B3. Plans instruction based on diagnosed student needs**

Explanation/Example(s) *The teacher determines plans for student instruction (i.e., small ad hoc group's skill groups, remediation/enrichment activities, lesson plan, and safety nets) based on student data.*

**B4. Provides clear and timely feedback to student to improve performance**

Explanation/Example(s) *The teacher provides timely feedback relative to student performance, (i.e., provides written feedback on criteria for student work, lesson plans, returns all required work and tests in a timely manner, reviews work with students, provides correct answers, and indicates how the criteria were met.)*

**C. PLANS AND DELIVERS EFFECTIVE INSTRUCTION.**

**C1. Begins instruction/activity with an appropriate review/introduction**

Explanation/Example(s) *The teacher begins with an introduction, which directs student attention to the content/purpose of instruction/activity.*

**C2. Presents information in an appropriate sequence**

Explanation/Example(s) *The teacher moves from simple to complex, concrete to abstract, specific to general (induction), or from complex to simple, abstract to concrete, general to specific (deductive) in instruction for cognitive learning. Emphasis is on student understanding of how parts relate to the whole. Specific information is “anchored” to abstract ideas (concepts) and principles/generalizations.*

*The teacher provides 1) explanation, 2) demonstration/modeling, and 3) guided and independent student practice in skills development. A step-by-step approach used.*

*The teacher provides activities in affective learning, which allow the student to 1) explore group/societal interests, attitudes, or opinions, 2) examine personal interests, attitudes, or opinions, and 3) relate personal to group/societal interests, attitudes, or opinions.*

**C3. Instructs at an appropriate level based on student data**

Explanation/Example(s) *The teacher presents new material or skill(s) at an appropriate level based on the review of student data and a tie to standards. Scoring for this indicator is based upon the observed effects of instruction upon student performance. For example, credit should be given if all but a few students appear to understand explanations, are successful in group practice activities, and are able to begin student work without clarification. Credit should be denied if many students have difficulty beginning group work, performing a task, carrying out the work, and answering questions. If activities or explanations are consistently below the ability level of students, credit should be denied.*

**C4. Demonstrates appropriate academic planning which supports the school improvement plan and district mission**

Explanation/Example(s) *The teacher develops plans based on student data, in advance of scheduled activities, plans student work that reflects school improvement goals and objectives, and implements the planned routine. The teacher assures lesson plans are appropriate and comprehensive enough to accomplish stated school improvement goals and objectives in the time available.*

**C5. Uses correct oral communication**

Explanation/Example(s) *The teacher presents instruction without grammatical errors. Typical errors are 1) use of double negatives, 2) lack of subject-verb agreement, 3) incorrect verb tense, and 4) incorrect pronoun reference. Two or more errors are cause for denying credit.*

**C6. Demonstrates skill in written communication**

Explanation/Example(s) *Bulletin boards, charts, and other written communications initiated by the teacher may be considered to determine whether this indicator has been adequately demonstrated.*

**C7. Uses supplemental material to enhance instruction**

Explanation/Example(s) *The teacher provides modified assignments to enhance instruction for students of varying abilities (e.g., fewer problems, more general concepts, advanced reading, research activities, etc.)*

*The teacher presents information in a variety of ways (e.g., written and verbal form, optional texts, tapes, media and technology assistance, etc.)*

**C8. Explains content and/or learning task clearly**

Explanation/Example(s) *The teacher provides explanations of content and uses vocabulary that clearly defines the task(s) to be completed. The teacher explains steps to be followed, provides examples of completed work, identifies potential areas of difficulty and/or clarifies previously given directions about the task. If student performance/behavior indicates that most students understand, credit should be given.*

**C9. Stresses important points and dimensions of content**

Explanation/Example(s) *The teacher uses strategies to emphasize to the students the structure of the content. For example, the teacher uses voice inflection, underlines important points, repeats points for emphasis, and/or explains relationships. If instruction proceeds without emphasis of major points, then important dimensions have not been adequately specified.*

**C10. Communicates learning expectations**

Explanation/Example(s) *The teacher indicates standards of success. Communicating to students what they are to accomplish as a result of the lesson/learning activity is sufficient to give credit.*

**C11. Encourages active student participation**

Explanation/Example(s) *The teacher pursues student contributions, demonstrations, and questions with a frequency appropriate to the lesson and the learners. The teacher may prompt, rephrase, and call on non-volunteers to increase student participation.*

**C12. Provides appropriate wait time**

Explanation/Example(s) *The teacher provides ample time for students to consider information presented, to answer questions asked, and to formulate ideas, responses, and/or contributions.*

**C13. Varies activities appropriately**

Explanation/Example(s) *The teacher varies activities in order to maintain student interest. The teacher recognizes and changes instructional activities as are appropriate. Students participate in ways other than as passive learners.*

**C14. Circulates and assists students during learning activities**

Explanation/Example(s) *The teacher does not miss opportunities to verify that students understand or can perform skill(s). Assigning class work and failing to circulate and examine student work or performance is cause for no credit.*

**C15. Reinforces correct responses/performance**

Explanation/Example(s) *The teacher tells students when their responses/performances are correct or adequate. When student responses/performance is only partially correct, the teacher identifies those aspects of the responses/performances, which are correct or adequate.*

**C16. Provides corrective feedback, amplifies/clarifies**

Explanation/Example(s) *The teacher takes time to correct/clarify or encourages other students to correct/clarify student misunderstanding. The teacher tells students when performances are inadequate, identifies specific misunderstandings, and provides suggestions for improvement. Simply informing students that they are “right” or “wrong” is not enough to receive credit.*

**C17. Reteaches to ensure understanding of instructional content**

Explanation/Example(s) *The teacher provides instruction, again using different methods or techniques to explain/demonstrate the same content when progress checks or monitoring indicates student misunderstanding or problems. Credit should be given if retouching is not necessary.*

**C18. Provides opportunities for application**

Explanation/Example(s) *The teacher provides for the application of newly acquired learning. The teacher may do this in a variety of ways. For example, the teacher may use new hypothetical or real examples, demonstrate how a rule applies to a new case, or use a skill or concept in a new setting. Simple drill and practice is not sufficient to award credit.*

**C19. Closes instruction appropriately**

Explanation/Example(s) *The teacher briefly summarizes or asks students to summarize main points and explain how new skill or concept will be utilized in the future. Closure may take place at the conclusion of any segment of instruction or at the end of the class period. If several content topics/activities occur and only a few are appropriately closed, no credit should be given. Closure need not be lengthy but must be observable. No credit is given for only administrative closure.*

**C20. Uses available and appropriate technology to deliver effective instruction**

Explanation/Example(s) *The teacher ensures that the available technology/materials are used appropriately.*

**D. SHOWS KNOWLEDGE OF SUBJECT MATTER**

**D1. Demonstrates knowledge of specific subject matter**

Explanation/Example(s) *The teacher presents content without major misinformation or error. A significant error is one that interferes with student understanding or one which is a distortion of fact. The teacher maintains adequate instructional resources and utilizes them to verify or correct information. If an error is made but corrected by the teacher, credit is still given for this indicator.*

**D2. Treats concepts and applies laws/principles effectively**

Explanation/Example(s) *The teacher provides sufficient definitions to new concepts, laws, and/or principles as they are introduced. Definitions or descriptions may be given orally or in writing depending upon their complexity and on the cognitive ability of the students. Age and ability of students are important considerations in the complexity of definitions/descriptions provided. Young learners, for example, need shorter and less complex definitions than older learners. The teacher may elaborate or ask students to elaborate in order to explore the similarities and/or*

*differences between new laws, concepts, or principles and those previously examined. The teacher identifies cause/effect and ends/means relationships when appropriate.*

**D3. Shows evidence of using appropriate material**

Explanation/Example(s) *The teacher uses appropriate material(s)/technology so that successful student performance is observable. For example, if all but a few students appear to understand written or verbal explanations, are successful in group practice activities, and are able to begin individual assignments without disruption, credit should be given for this indicator. If many students have difficulty performing a task, carrying out assignments, answering questions, and the like, then credit should be denied. The material, activities, or explanations may also be too easy for students; therefore, credit should be denied.*

**E. UTILIZES APPROPRIATE CLASSROOM MANAGEMENT TECHNIQUES INCLUDING THE ABILITY TO MAINTAIN APPROPRIATE DISCIPLINE**

**E1. Specifies expectations for class behavior**

Explanation/Example(s) *The teacher explains expectations of behavior and gives reasons for students to behave in certain ways. Appropriate student behavior may indicate that expectations have been made clear. However, if an inappropriate behavior occurs without subsequent statement or clarification of expectations, no credit should be given. Inappropriate behavior is characterized by its inconsistency with accepted norms or teacher expectations. The definitions of appropriate behavior vary with the context of instruction. Common inappropriate behavior includes off-task behavior, noisy call outs, and misuse of equipment.*

**E2. Keeps students on task**

Explanation/Example(s) *The teacher manages the classroom so that the students are engaged in learning activities for the instructional period.*

**E3. Stops misconduct**

Explanation/Example(s) *The teacher accurately identifies student(s) who are doing something other than the assigned task. The teacher accurately identifies inappropriate/disruptive behavior and acts quickly to redirect students.*

**E4. Applies rules consistently and fairly**

Explanation/Example(s) *The teacher treats students equitably and maintains consistent expectations for behavior. For example, the teacher does not repeatedly act to correct behavior of a particular student while ignoring the same behavior by another student.*

**E5. Reinforces appropriate behavior**

Explanation/Example(s) *The teacher offers specific praise to individuals and/or to the class in order to reinforce those aspects of behavior which are acceptable. Reinforcement may be non-verbal. Credit should also be given if no inappropriate behavior occurs, and reinforcement is judged unnecessary.*

**E6. Demonstrates non-verbal behavior that shows interest**



Explanation/Example(s) *The teacher relates to students in a pleasant manner by using students' names, making eye contact, smiling, exhibiting appropriate facial expressions, using appropriate gestures, and using a positive tone of voice.*

**E7. Uses instructional time effectively**

Explanation/Example(s) *The teacher allots adequate time for activities and does not over dwell in presentation, interaction or questioning. Attention is given to allowing sufficient time for learning rather than hurrying through the instructional activity.*

**E8. Begins instruction promptly**

Explanation/Example(s) *The teacher completes routine clerical routines quickly so that time is not wasted before beginning instruction. The teacher should use the full time available for instruction.*

**E9. Establishes and follows routines**

Explanation/Example(s) *The teacher communicates to the students what activities and/or tasks are to be done and who will be involved. There is evidence of prior communication regarding established routines by how smoothly students progress from one activity to another.*

**E10. Maintains instructional momentum**

Explanation/Example(s) *The teacher maintains instructional commitment by staying on the topic in teacher-centered activities and does not interrupt activities unnecessarily. Focus can also be lost through Delays, unnecessary digressions, and lengthy transitions. The majority of students are engaged in learning activities for the instructional period.*

**F.SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING POSITIVE SCHOOL**

**ENVIRONMENT**

**F1. Establishes/maintains rapport with students**

Explanation/Example(s) *The teacher attempts to maintain a positive atmosphere in the classroom by making eye contact with students, smiling, using a positive tone of voice, and calling students by name. The teacher acknowledges the presence of students with positive remarks or questions. Communication with students has an absence of sarcasm, harsh criticism, or condescension.*

**F2. Establishes climate of courtesy and respect**

Explanation/Example(s) *The teacher maintains a climate of respect between the student and the teacher by encouraging student input, achievement, and effort. The teacher listens attentively to student remarks, acknowledging ideas or opinions positively whenever possible. The teacher displays regard for student questions by answering promptly or giving an appropriate deferment. Student work is displayed or in evidence within the classroom or school. The teacher praises, by word or deed, student effort as well as student achievement.*

**F3. Holds reasonable expectations for student social/academic behavior**

Explanation/Example(s) *The teacher maintains appropriate and consistent expectations for behavior and academic accomplishment. There is evidence that students are informed about grading criteria and classroom rules. The*

*teacher treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the teacher encourages slow or reluctant learners and challenges the faster, motivated students. The teacher enforces consistent classroom rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice; for example, parental contact, classroom management system, student-teacher conference, and referral.*

**F4. Demonstrates enthusiasm for student performance or involvement**

Explanation/Example(s) *The teacher displays enthusiasm for school activities and student involvement. A positive regard for school activities may be evidenced by bulletin boards, announcements regarding achievements, efforts or special events; the teacher's greeting of students with comments or questions about clubs, games, or other classes; and/or the teacher's participation in extracurricular activities, or activities outside the classroom.*

**F5. Reinforces/rewards appropriate social/academic behavior**

Explanation/Example(s) *The teacher recognizes the importance of the successful school experience for students. This recognition may be evidenced by the teacher's prediction of a correct student response and the opportunity given to the student by calling on him to answer the question; the redirection of a student in which the teacher provides suggestions or alternatives for subsequent situations of a similar nature; and the availability of the teacher to award praise and recognition for student achievement. The teacher promotes facilitation of student success by offering praise or reward for effort as well as achievement. Students are encouraged to set goals, work diligently, and persevere. The teacher communicates an attitude of confidence in the students and their potential.*

**F6. Treats all students fairly**

Explanation/Example(s) *Personal regard for students is communicated by the teacher through the use of courtesy in interaction with the students. The teacher creates a learning environment in which all students are treated equitably.*

**G. COMMUNICATES WITH PARENTS**

**G1 Develops written communication plan**

Explanation/Example(s) *Each teacher develops a communication plan, which reflects the school's communication plan. The communication plan should include provisions for parent-teacher conferences; written communications including student portfolios, parent signature items, newsletters, technological communication documentation such as e-mail and voice mail.*

**G2 Responds to parent concerns**

Explanation/Example(s) *The teacher responds to concerns expressed by parents in a timely and professional manner. Written documentation should be maintained by the teacher in order to provide a record of the communication. Evidence of this indicator might include phone logs, notes, or conference logs.*

**G3 Defines and communicates expectations for students (class rules, class work and homework policies, and grading system)**

Explanation/Example(s) *The teacher uses a variety of ways to communicate their classroom expectations. These expectations may be conveyed verbally, posted within the classroom, through student contracts or through a web site.*

**G4 Initiates and conducts parent-teacher conferences to report student progress according to school board policy**

Explanation/Example(s) *The teacher initiates and conducts parent-teacher conference to report student progress according to school board policy. The teacher should provide parents with access to student work, grades, portfolios or whatever documentation is available to provide evidence of student progress. Evidence of this indicator might include conference logs, computerized daily planners, and appointment books.*

**H. PURSUES PROFESSIONAL GROWTH**

**H1. Participates in school and/or district committees**

Explanation/Example(s) *The teacher actively participates in school and system-wide activities and actively participates on school and/or district committees. Activities may include: The teacher volunteering to participate in extra-curricular activities; sponsoring clubs and/or organizations; working cooperatively with administration in dealing with extracurricular assignments; and lending support to staff members who are involved with extracurricular activities (i.e., hospitality committee, attend science fair, help sessions.)*

**H2. Continues to pursue professional growth and development through workshops, seminars, college course work, and/or other professional activities**

Explanation/Example(s) *Indicators may include: Participating in staff development through development activities to enhance classroom instruction; continuing growth through self-evaluation, study, and travel; participating in conferences, workshops and professional organizations; using creative ideas from books, professional journals, and professional organizations; working toward an advanced degree; and seeking national board certification.*

**I. DEMONSTRATES PROFESSIONAL BEHAVIORS**

**I1. Demonstrates behavior reflecting dignity and worth of people**

Explanation/Example(s) *The teacher attempts to maintain a positive teacher/student relationship at all times. He/she relates to students in a pleasant manner and secures cooperation from the students, uses students names, makes eye contact, and smiles, uses a positive tone of voice, or stands near students and demonstrates patience and kindness. All interactions with students model courtesy.*

*The teacher avoids sarcasm and negative criticism, establishes a climate of courtesy and respect, and encourages slow and reluctant students. Establishes and maintains positive rapport with students.*

**I2. Exercises good judgment**

Explanation/Example(s) *The teacher demonstrates a professional demeanor at all times. Provides a positive role model for students. Effectively communicates with other people. Gathers information relative to professional problems in order to make knowledge-based decisions. Practices appropriate problem solving techniques. Deals positively and objectively with professionally related problems.*

**I3. Maintains confidentiality**

Explanation/Example(s) *The teacher maintains confidentiality in relations with parents. Communicates at a professional level relative to school-related information (e.g., maintains confidentiality relative to students, classrooms incidents, administrators, other personnel).*

**I4 Maintains neat classroom appearance**

Explanation/Example(s) *The teacher maintains a neat classroom. Desks, tables, cabinets, and shelves are neat and orderly; displays are attractive and pertinent to subject; room furniture is arranged in an orderly and functional manner. The teacher communicates with custodial staff/administration to promote cleanliness of room, furniture, boards, etc. Evidence of compliance with this indicator might include photographs of the classroom or an observation made by the principal or other administrative staff member.*

**I5 Maintains good attendance**

Explanation/Example(s) *The teacher maintains attendance that adheres to the contractual policies of the Duval County School Board ( i.e., does not abuse personal leave, provides a doctor's statement as needed, uses sick leave for authorized purposes only). Evidence of this indicator might include copies of leave forms and/or sign-in sheets.*

**I6 Is punctual**

Explanation/Example(s) *The teacher adheres to the established school hours on a regular basis, is punctual to meetings, classes, duties, and lunch, and is prompt in submitting reports. Sign-in sheets, copies of reports that were turned in on time, and statements from guidance, administrative staff or others that the teacher is punctual in the accomplishment of assigned duties/responsibilities may be used to demonstrate this indicator.*

**I7 Maintains a professional appearance**

Explanation/Example(s) *The teacher dresses appropriately for the subject taught, maintains a proper appearance in conjunction with the accepted style of the day, and exhibits cleanliness and good grooming. (Refer to contract language.)*

**I8 Exercises emotional self-control**

Explanation/Example(s) *The teacher conducts school business in a professional manner; demonstrates emotional restraint when dealing with students, parents, and co-workers; and promotes calm during emotional situations.*

**I9 Interacts and communicates effectively with colleagues, parents and students**

Explanation/Example(s) *The teacher communicates verbally and non-verbally; uses correct grammar when speaking and/or writing; shows genuine interest when interacting with others; communicates with enthusiasm; insures that facts and data are understood by others; uses effective body language; places emphasis on important points; and avoids scrambled discourse and inaudible talk.*

**I10 Accepts evaluation and redirection and makes necessary changes or adjustments**

Explanation/Example(s) *The teacher accepts constructive criticism and redirection; recognizes weaknesses and seeks help voluntarily; demonstrates willingness and desire to improve; and shows evidence of implementing suggested changes and/or adjustments.*

**I11. Adheres to school and district policy**

Explanation/Example(s) *The teacher is aware of and conforms to school and district rules*

**I12. Maintains accurate records**

Explanation/Example(s) *The teacher's records including plan books, roll books, registers and cumulative folders are neat and reflect data such as correct grade averages, accurate dates of entry and withdrawal, and accurate dates of mastery.*

**I13. Exercises due care of equipment under his/her care**

Explanation/Example(s) *The teacher exercises appropriate care of equipment assigned to him/her. Equipment is returned in a condition similar to that which existed when assigned.*

## Assessment Procedures

### Introduction

The following procedures are to be followed by each principal and supervisor with evaluation responsibility for instructional personnel. These procedures have been developed to conform to Article 7, section A, of the negotiated master contract between the Duval County School Board and Duval Teachers' United.

Please remember, as you implement the TAS that confidentiality is a necessary requirement for any evaluation process used in our district. At the school site, only the school administrators, the employee being evaluated, and the principal's personal secretary may have access to the information contained in the evaluation. Once the evaluation is transmitted to the Human Resources Division, 1012.34 of Florida School Law will guide the maintenance of confidentiality related to the employee's personnel file.

The purpose of the Teacher Assessment System is to improve district-wide professional competence, classroom performance, and to serve as a basis for management decisions. The process of evaluation utilizes valid, research-based procedures and instruments to identify effective teacher behaviors and provide feedback for on-going professional enhancement. It is imperative, therefore, that principals and supervisors understand and apply the criteria of the TAS and effectively communicate its purpose, procedures and results to instructional personnel.

The TAS consists of one instrument for assessing the performance of instructional personnel: The Teacher Assessment Instrument (TAI). Each competency on the TAI is measured by completing the data collection instrument, rating the data, interpreting the results, and providing written and oral feedback to the employee.

### TAS Procedures - Principal/Supervisor

**PLEASE NOTE:** One purpose of the TAS is to assist the employee to improve performance. Performance problems are best addressed early. If an informal observation or classroom visit indicates possible performance problems then the principal should immediately arrange to initiate a formal classroom observation using the TAI.

1. Conduct an initial orientation for all instructional employees to be evaluated by the TAS. This should occur during pre-planning and include at minimum 1) an overview of the forms and procedures 2) a description of the competencies and their indicators, and 3) your schedule for observation activities.
2. Pre-arrange with the employee at least one instructional session to be formally observed.
3. Conduct a pre-observation conference with the employee. Discuss with the employee information regarding the lesson plan, targeted students and methodology. **A pre-observation conference must occur.**
4. Conduct the observation using the TAI. All competency indicators that are observed during this observation will be checked on the TAI.
5. Complete the TAI for all competencies/indicators not completed during the classroom observation. After the instrument has been completed, review and rate the data, and prepare the report to share with the employee.
6. Within five (5) working days, schedule and conduct a post-observation conference with the employee to provide feedback.
7. During the post-observation conference, review the TAI with the employee. Identify any problematic areas. At this time, schedule a conference to develop a success plan for employees who potentially may receive an overall unsatisfactory evaluation. This action must take place within two (2) weeks of the post-conference

but prior to February 1. During this time, a letter of Potential Unsatisfactory Evaluation must be given to the employee.

8. Close the conference by signing all appropriate documents and securing the employee's signature of receipt.
9. Follow the time line, provided in the manual, to ensure compliance with the reappointment process and to ensure due process for the employee.

### **Summary**

The key to substantiating decisions about the competence of an employee is documentation. Remember, the purpose of the TAS is to collect and interpret data related to the job performance of an instructional employee; to assist the employee in improving performance where needed; and to make appropriate personnel decisions regarding reappointment, transfers, promotions or dismissal. Contact the Human Resources department for any assistance needed in carrying out the activities of the Teacher Assessment System.

### **Time Line Summary**

## **Principals**

### **During pre-planning**

*A group orientation will be held for all certificated personnel who will be evaluated by the Teacher Assessment System.*

*A private conference will be held with each teacher who had an unsatisfactory evaluation the previous year.*

*An explanation will be given of the evaluation competencies, procedures, and forms as required.*

### **During August through February**

*Observe employee performance and follow-up as required by the Teacher Assessment System procedures.*

### **By October 31**

*Evaluate and confer with each teacher who had an unsatisfactory evaluation last year.*

### **By December 15**

*Evaluate new teacher not in the Teacher Induction Program.*

### **By January 15**

*Last opportunity to issue a letter of Potential Unsatisfactory Evaluation.*

### **By January 31 or within 2 weeks of issuance of Potential Unsatisfactory letter - whichever is earlier.**

*Last opportunity to initiate a Success Plan for any employee who may receive an overall unsatisfactory evaluation.*

*(IT IS RECOMMENDED THAT NOTIFICATION OF POSSIBLE UNSATISFACTORY EVALUATION BE GIVEN PRIOR TO THIS TIME BUT REQUIRED NO LATER THAN JANUARY 31ST.)*

### **By March 29**

*Evaluate all teachers. All potential and current unsatisfactory teachers must have 2<sup>nd</sup> pre-observation conference, observation, and post-conference no later than March 29. Have all teachers sign their evaluation form. (Evaluation of Professional Growth of Teacher Appendix B)*

*Send all evaluations and any employee comments provided to the Human Resource Services department.*

### **April 15**

*Recommend reappointment, non-reappointment or dismissal as required.*

*When in doubt, please consult the negotiated master contract and the Chief, Human Resources Officer.*

### **April 30**

*Review all TAS documents submitted.*

*List those with unsatisfactory performance.*

*Notify the Superintendent of those with two consecutive unsatisfactory evaluations.*

### **June**

*Superintendent notifies the Department of Education of those instructional employees with two consecutive unsatisfactory evaluations.*



## Data Collection Instruments

To meet district needs for a comprehensive teacher assessment and development system the Duval County School District designed, developed, and implemented the Teacher Assessment System (TAS).

An integral component of the TAS is a valid and reliable teacher assessment instrument. This instrument is designed to yield information, which can be employed by school administrators and teachers to improve the quality of instruction in their school. The system also provides the information and documentation needed to make important personnel decisions (i.e., employment-related decisions). The following is a description of instrumentation included in the system and how the instrumentation is used to improve instruction throughout the school district.

There are three components of the Teacher Assessment System: the **Teacher Assessment Instrument (TAI)**, the **Evaluation of the Professional Growth of Teacher**, and the **Success Plan**. Copies of these forms are provided in Appendix B.

1. The **TEACHER ASSESSMENT INSTRUMENT (TAI)** is the data collection instrument in the TAS. It was developed to measure and document the display of teaching behaviors and skills. Assessment of each of the competencies on the TAI is facilitated by inclusion of associated competency indicators. The number of indicator statements provided varies depending on the nature of the competency to be assessed. As an additional aid to the assessment process, each competency indicator is accompanied by a list of observable behavioral descriptors. Though these descriptors are primarily included to facilitate the assessment process, they also play an important role in efforts to convey observation findings to teachers during post-observation conferences.

The TAI is also designed to measure and document possession of important skills and professional behaviors that may not be readily observable in the classroom setting. The instrument is designed to facilitate assessment of classroom performance and other teacher characteristics, which are linked to effective student instruction. The instrument is designed and structured to provide quantitative and qualitative data needed to describe the performance and capabilities of classroom teachers. The yielded description will provide a basis for documenting the instructional abilities of a teacher and, where applicable, a basis for improving a teacher's performance.

2. **The EVALUATION OF PROFESSIONAL GROWTH OF TEACHER** is the instrument to be used during the final annual evaluation conference as the summative evaluation form. The final rating (High Performing (Competency A only), Satisfactory, Needs Improvement or Unsatisfactory) of each competency is to be indicated on this instrument. The principal will also indicate the overall performance rating of the teacher for the year. An overall rating of satisfactory or unsatisfactory will be indicated. This signed form must be sent to Human Resource Services by March 29.

3. **The SUCCESS PLAN** is initiated when an area of concern or deficiency, as it relates to the TAI, is noted by the principal/supervisor. The Plan can be implemented at any time during the school year; however, the Plan must be implemented by January 31 for those teachers who have the potential to receive an overall annual unsatisfactory evaluation. The Plan must be written in collaboration with the teacher. A Success Plan Team must act as a resource to the teacher. The Success Plan Team must meet on a frequent basis to monitor the progress of the teacher in meeting the Success Plan objectives. If the steps outlined below and the time line is carefully followed, personnel decisions will be appropriate.

1. Notify the employee in clear and simple written communication(s) regarding your specific performance expectations as identified by the competency indicators on the TAI.
2. Explain to the employee in oral and written detail the deficiency(ies) from the previously stated expectation(s). (Be specific by noting the time factors, place, circumstances, and principal observations).
3. Arrange with and/or for the employee to receive appropriate training or other assistance as needed in order to improve the deficiency(ies) noted on the TAS Success Plan. Record in writing any offers of help.
4. Time any communication(s) to the employee so there is sufficient opportunity for the employee to correct deficiencies.
5. The Success Plan Team ( including the identified employee) must meet frequently to review the status of the implementation of the plan and the employee's progress.

The competencies and associated indicators included in the TAS instruments were derived from validated teacher assessment systems and research reviewed by task force members. During the pilot year of TAS implementation, studies were conducted to determine the construct validity of the TAS instruments. These studies involved the collection of data related to the classroom performance of, and teaching portfolios created by, district teachers. These data were collected from teachers of classes randomly selected to participate in the study. The classroom performance and teaching portfolios of teachers of these classes were assessed using TAS instruments. Teacher performance data collected with TAS instruments were then analyzed using factor analytic techniques. Efforts were made to determine if the factorial structure of the TAS instruments corresponded to the theoretical constructs to be assessed by instruments included in the Teacher Assessment System

During the pilot year of TAS implementation, studies were also performed to determine the reliability of the TAS instruments. These studies included efforts to confirm that school-based personnel trained in application of the TAS instruments achieve an acceptable level of interrater agreement when applying the instruments. Interrater agreement indices were generated for trained TAS Assessors when simultaneously rating the in-class performance and teaching portfolios of selected teachers. Studies were also performed to confirm the stability of assessor ratings across rating occasions. Finally, efforts were made to ensure that the TAS instruments reliability distinguish between acceptable and unacceptable teaching performance and portfolio contents when applied by trained assessors.

Results of studies performed and outcomes of instrument application efforts were examined to determine if modifications were needed in the instrumentation or associated application procedures. When necessary, alterations were made to the TAS instruments, or their application procedures. The assessment system was reviewed by a team of local educational experts for final approval.

## **Forms**

**TEACHER ASSESSMENT INSTRUMENT** - This is a data collection form to be used by the observer (administrator) during classroom visitation. Indicators are provided; however, there is no requirement that each indicator be checked. Space is available on the left side to provide for recommendations and comments. Prior to the observation, a pre-conference will be held with the teacher to review and discuss the lesson to be observed. A copy of the TAI will be provided to the teacher and be used during the post conference in developing the Success Plan (if necessary). If a competency potentially may be rated as unsatisfactory or needs improvement, provide specific strategies for improvement if a success plan will not be initiated. The post-observation conference must be held within 5 days after the observation.

**SUCCESS PLAN** - This form is used when teacher performance problems have been identified through observations. During the post-observation conference, complete the TAS Success Plan for any areas that are viewed as performance problems on the TAI. With the employee, develop a Success Plan and identify the resources necessary to assist the employee. Arrange with and/or for the employee to receive appropriate training or other assistance as needed in order to improve the deficiency(ies) noted on the TAS Success Plan. It is recommended that a Success Plan be developed and implemented as soon as deficiencies are noted. The Success Plan team should meet frequently to review the status of the implementation of the Plan and the teacher's progress.

**EVALUATION OF PROFESSIONAL GROWTH OF TEACHER** - This instrument is to be used during the final annual evaluation conference as the summative evaluation form. The final rating of each competency is to be placed on this instrument. The principal will indicate the overall performance rating of the teacher for the year. An overall rating of satisfactory or unsatisfactory will be indicated. This signed form must be sent to Human Resource Services by March 15.

#### **Point System for Competencies and Ratings**

The Teacher Assessment System competencies carry a point value for each competency. The point range is 1-3 points per competency. Competency A carries a value of 3 points. Competencies B through E carry a value of 2 points. Competencies F through I carry a value of 1 point. Minus one, two or three points will be given to a teacher who receives an unsatisfactory rating in a competency. If a teacher accrues minus 4 points, the overall rating for the teacher will be unsatisfactory. A teacher who receives less than minus 4 points will receive an overall rating of satisfactory.

The Evaluation of Professional Growth of Teacher form indicates the annual rating for each TAS competency as well as the employee's overall evaluation rating for the school year. Ratings for the individual competencies are as follows: HP = High Performing (Competency A only); S = Satisfactory; NI = Needs Improvement; and U = Unsatisfactory. Only the unsatisfactory rating will result in reduction points.

The district expects competent and professional work from its employees. Such work should improve over time.

**HP=High Performing** Indicates performance exceeds the TAS assessment criteria.

**S=Satisfactory** Indicates performance that meets the TAS assessment criteria.

**NI=Needs Improvement** Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the TAS assessment criteria. If this rating is used to evaluate a competency there must be written support on the *Evaluation of Professional Growth of Teacher* form regarding how performance is to be improved. An overall rating of needs improvement indicates areas of concern for remediation; however, an overall rating of **satisfactory** will be assigned.

**U=Unsatisfactory** Indicates performance that does not meet the minimum TAS assessment criteria. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of unsatisfactory, it is the responsibility of the evaluator to implement the Success Plan process.

The only ratings that may be used for overall evaluation in the TAS are satisfactory or unsatisfactory. A needs improvement rating is considered satisfactory.

### **Use of Assessment Data**

Florida Statute 1012.34 mandates the inclusion of a district policy statement, which indicates the use of assessment data in making instructional personnel contract decisions. Furthermore, the statement specifically indicates that the district uses performance assessment data to identify instructional employees who are not performing their instructional duties in a satisfactory manner.

The rules of the Duval County School Board, the collective bargaining agreement between Duval Teachers United and the Duval County School Board, and the Duval County Teacher Tenure Act provide evidence that the Duval County School Board complies with this mandate.

The following policies and school board rules document compliance with F.S. 1012.34:

1. School Board Rules: Section G
2. Collective Bargaining Agreement Article VII: Assessment/Professional Development

Assigned staff of the Human Resources department will review the assessment data for each instructional employee and recommend appropriate action for contract decisions: reappointment, promotion, etc. The Assistant Superintendent for Human Resources will notify the Superintendent of those instructional employees who are not satisfactory for two consecutive years. The Superintendent, in turn, will notify the Department of Education in June of each year of the name, position and certificate number of these employees.

## **APPENDIX A**

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**TEACHER ASSESSMENT INSTRUMENT (TAI) – Part A**

Teacher \_\_\_\_\_ PIN# \_\_\_\_\_ RC# \_\_\_\_\_

School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Directions: The TAI Part A is to be used for classroom observation of thirty minutes or more. The TAI Part B is for documenting all other competencies. More than one observation is recommended. Place a check by the indicator number when the behavior is observed. Use the Comments/Recommendations space for descriptive notes. Observation time: Start \_\_\_\_\_ End \_\_\_\_\_

**A. Promotes Student Growth And Performance**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Achievement is continuous and appropriate for age, group, subject area and/or student program classification.
- \_\_\_\_\_ 2. Provides evidence of adequate progress in meeting standards.
- \_\_\_\_\_ 3. Integrates student performance into lesson plan.
- \_\_\_\_\_ 4. Uses an objective system of student performance.
- \_\_\_\_\_ 5. Shows measurable student gains toward meeting standards

**B. EVALUATES INSTRUCTIONAL NEEDS OF STUDENTS**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Uses multiple assessment techniques.
- \_\_\_\_\_ 2. Interprets and uses data for individual diagnosis.
- \_\_\_\_\_ 3. Plans instruction based on diagnosed student needs.
- \_\_\_\_\_ 4. Provides clear and timely feedback to students to improve performance.

**C PLANS AND DELIVERS EFFECTIVE INSTRUCTION**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Begins instruction with appropriate review/introduction.
- \_\_\_\_\_ 2. Presents information in an appropriate sequence.
- \_\_\_\_\_ 3. Instructs at an appropriate level based on student data.
- \_\_\_\_\_ 4. Demonstrates appropriate academic planning which supports the school improvement plan and district mission.
- \_\_\_\_\_ 5. Uses correct oral communication.
- \_\_\_\_\_ 6. Demonstrates skill in written communication.
- \_\_\_\_\_ 7. Uses supplemental material to enhance instruction.
- \_\_\_\_\_ 8. Explains content and/or learning task clearly.
- \_\_\_\_\_ 9. Stresses important points and dimensions of content.
- \_\_\_\_\_ 10 Communicates learning expectations.
- \_\_\_\_\_ 11 Encourages active student participation.
- \_\_\_\_\_ 12 Provides appropriate wait time.
- \_\_\_\_\_ 13 Varies activities appropriately.
- \_\_\_\_\_ 14 Circulates and assists students during learning activities.
- \_\_\_\_\_ 15 Reinforces correct responses/performance.
- \_\_\_\_\_ 16. Provides corrective feedback, amplifies/clarifies.
- \_\_\_\_\_ 17. Reteaches to ensure understanding of instructional content.
- \_\_\_\_\_ 18 Provides opportunities for application.
- \_\_\_\_\_ 19 Closes instruction appropriately.
- \_\_\_\_\_ 20. Uses available technology in delivery and class activities.

**D. SHOWS KNOWLEDGE OF SUBJECT MATTER**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Demonstrates knowledge of specific subject matter.
- \_\_\_\_\_ 2. Treats concepts and applies laws/principles effectively.
- \_\_\_\_\_ 3. Shows evidence of using appropriate materials.

**E. UTILIZES APPROPRIATE CLASSROOM MANAGEMENT TECHNIQUES, INCLUDING THE ABILITY TO MAINTAIN APPROPRIATE DISCIPLINE.**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Specifies expectations for class behavior.
- \_\_\_\_\_ 2. Keeps students on task.
- \_\_\_\_\_ 3. Stops misconduct.
- \_\_\_\_\_ 4. Applies rules consistently and fairly.
- \_\_\_\_\_ 5. Reinforces appropriate behavior.
- \_\_\_\_\_ 6. Demonstrates non-verbal behavior that shows interest.
- \_\_\_\_\_ 7. Uses instructional time effectively.
- \_\_\_\_\_ 8. Begins instruction promptly.
- \_\_\_\_\_ 9. Establishes and follows routines.
- \_\_\_\_\_ 10. Maintains instructional momentum.

Principal Signature and Date \_\_\_\_\_

Teacher Signature and Date \_\_\_\_\_

TEACHER ASSESSMENT INSTRUMENT (TAI) cont'd – Part B

TEACHER NAME \_\_\_\_\_

DATE \_\_\_\_\_

**F. SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING POSITIVE SCHOOL ENVIRONMENT.**

Comments/Recommendations

**Indicators**

- \_\_\_\_\_ 1. Establishes/maintains rapport with students.
- \_\_\_\_\_ 2. Establishes climate of courtesy and respect.
- \_\_\_\_\_ 3. Holds reasonable expectations for student social/academic behavior.
- \_\_\_\_\_ 4. Demonstrates enthusiasm for student performance or involvement.
- \_\_\_\_\_ 5. Reinforces/rewards appropriate social/academic behavior.
- \_\_\_\_\_ 6. Treats all students fairly.

**G. COMMUNICATES WITH PARENTS**

Comments/Recommendations

**Indicators**

- \_\_\_\_\_ 1. Develops written communication plan.
- \_\_\_\_\_ 2. Responds to parent concerns.
- \_\_\_\_\_ 3. Defines and communicates expectations for students. (class rules, class work and homework policies, grading system.)
- \_\_\_\_\_ 4. Initiates and conducts parent-teacher conferences to report student progress according to school board policy.

**H. PURSUES PROFESSIONAL GROWTH**

Comments/Recommendations

**Indicators**

- \_\_\_\_\_ 1. Participates in school and/or district committees.
- \_\_\_\_\_ 2. Continues to pursue professional growth and development through workshops, seminars, college course work, and/or other professional activities.

**I. DEMONSTRATES PROFESSIONAL BEHAVIORS**

Comments/Recommendations

**Indicators**

- \_\_\_\_\_ 1. Demonstrates behaviors reflecting dignity and worth of people.
- \_\_\_\_\_ 2. Exercises good judgment.
- \_\_\_\_\_ 3. Maintains confidentiality.
- \_\_\_\_\_ 4. Maintains neat classroom appearance.
- \_\_\_\_\_ 5. Maintains good attendance.
- \_\_\_\_\_ 6. Is punctual.
- \_\_\_\_\_ 7. Maintains professional appearance.
- \_\_\_\_\_ 8. Exercises emotional self-control.
- \_\_\_\_\_ 9. Interacts and communicates effectively with colleagues, parents, and students.
- \_\_\_\_\_ 10. Accepts evaluation and redirection and makes necessary changes or adjustments.
- \_\_\_\_\_ 11. Adheres to school and district policy.
- \_\_\_\_\_ 12. Maintains accurate records.
- \_\_\_\_\_ 13. Exercises due care of equipment under his/her care.

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\*Post-observation conference must be scheduled within 5 days of observation. Success Plan date \_\_\_\_\_

At this time all competencies are satisfactory EXCEPT the following circled competencies **A B C D E F G H I**

Only an unsatisfactory rating will result in reduction points. The reduction points are as follows  
Competency A: -3 points; Competencies B through E: -2 points; Competencies F-I: -1point. Four or more reduction points remains as an overall unsatisfactory evaluation.

\_\_\_\_\_  
Signature of Reviewer/Date

\_\_\_\_\_  
Signature of Teacher/Date

## SUCCESS PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

Competency(ies) to be met (refer to the TAS instruments) \_\_\_\_\_

Support Members \_\_\_\_\_

Teacher Signature/Date

Principal Signature/Date

<i>OBJECTIVE(S):</i>	<i>STRATEGIES:</i>	<i>Support member</i>	<i>Projected Completion Date</i>	<i>Satisfactory Completion?</i>
	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>I had the opportunity to give input into this success plan.</p> <p>_____</p> <p>Teacher Signature/Date</p> </div>			

The Success Plan has \_\_\_\_\_ has not \_\_\_\_\_ been successfully completed and the identified competencies have been \_\_\_\_\_ have not been \_\_\_\_\_ successfully demonstrated.

Principal Signature/Date \_\_\_\_\_ Teacher Signature/Date \_\_\_\_\_

**EVALUATION OF PROFESSIONAL GROWTH OF TEACHER**

NAME \_\_\_\_\_ DATE \_\_\_\_\_ POSITION \_\_\_\_\_

SCHOOL \_\_\_\_\_ NO. \_\_\_\_\_ PIN No. \_\_\_\_\_

**Directions: Check one rating for each competency. Key to Ratings: HP = High Performing (Competency A only) S = Satisfactory NI = Needs Improvement U = Unsatisfactory. Check one rating for the overall evaluation. Key to rating: S = Satisfactory U = Unsatisfactory**

**Only an unsatisfactory rating will result in reduction points. The reduction points are as follows: Competency A: -3 points; Competencies B through E: -2 points; Competencies F through I: -1 point. Four or more reduction points result in an overall unsatisfactory evaluation.**

**RATING**

Competency A: Promotes Student Growth and Performance HP  S  NI  U   
Comments:

Competency B: Evaluates Instructional Needs of Students S  NI  U   
Comments:

Competency C: Plans and Delivers Effective Instruction S  NI  U   
Comments:

Competency D: Shows Outstanding Knowledge of Subject Matter S  NI  U   
Comments:

Competency E: Utilizes Appropriate Classroom Management Techniques, Including the Ability To Maintain Appropriate Discipline S  NI  U   
Comments:

Competency F: Shows Sensitivity to Student Needs By Maintaining Positive School Environment S  NI  U   
Comments:

Competency G: Communicates with Parents S  NI  U   
Comments:

Competency H: Pursues Professional Growth S  NI  U   
Comments:

Competency I: Demonstrates Professional Behaviors S  NI  U   
Comments:

**OVERALL EVALUATION: (check one box) S  U  Eligible for Performance Pay Yes  No**

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

**Accepted:** Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Not accepted. My signature evidences receipt of this document only. I have read this document and understand its contents. (Teacher Signature and Date) \_\_\_\_\_

**GUIDANCE COUNSELOR DESCRIPTORS AND INSTRUMENTS**

## Counseling Competencies and Performance Indicators Assessment Criteria

### **Performance Indicators**

#### **A. PROMOTES STUDENT GROWTH AND PERFORMANCE.**

##### **A1. Plans activities consistent with state board rules and statutes that promote increased student achievement.**

Explanation/Example(s) School counselors provide expertise to students, parents, staff, and stakeholders on student career planning, attendance policies, progress monitoring and grade recovery, student progression, promotion requirements, graduation requirements, TARGET, alternative education programs including dropout prevention programs, and Exceptional Education programs. School counselors provide information and direct services to students and parents for career and academic advisement, student career planning, attendance, and TARGET.

##### **A2. Plans activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.**

Explanation/Example(s) School counselors serve as a resource to the school's programs and efforts to increase student achievement through activities, such as: TARGET; classroom guidance and/or small group counseling on study skills, time management, organizational skills, goal setting, anger management, and interpersonal relationships; interventions to address behavior management and academic success; teacher consultation; and referrals to school and district safety nets and outside agencies as appropriate.

##### **A3. Shows evidence of planning and implementing a data-driven comprehensive school counseling program.**

Explanation/Example(s) The counselor works with the school leadership (i.e. school improvement team, shared decision making team, School Advisory Council, grade level or subject departments) and utilizes school data to identify areas of need that can be addressed through a comprehensive guidance program. The counselor uses many resources to address the identified needs, and maps out an annual plan for implementation of program. Indicators include a monthly guidance calendar; copies of memos to parents, administrators, and community detailing program activities. The counselor works with the leadership of the school to develop and implement guidance services based on an analysis of student data. The counselor uses the data to develop an action plan which addresses at least one of the three domains – academic, career, and personal/social – of the ASCA National Standards for School Counseling. To evaluate the action plan the counselor produces a results report.

##### **A4. Demonstrates understanding of equity/inclusion for under-represented students in rigorous course work**

Explanation/Example(s) The counselor demonstrates efforts to assure that all students have access to rigorous course work by closely working with administration involved in class scheduling and class assignments to raise awareness of inequitable practices. The counselor seeks and utilizes all available student information when assisting students with goal setting, such as grades and GPA, cumulative records, test scores, and interest inventories. The counselor encourages students to take courses not traditional to their gender, race, disability, or ethnicity if the student shows interest in one of those areas (e.g. math and science for girls, early childhood education for boys.)

##### **A5. Provides consultation to parents and teachers with regard to meeting needs of students, and assists in the formulation of instructional support strategies**

Explanation/Example(s) The counselor builds consultation time into a daily posted schedule with the understanding that consultation can also be done on an as needed basis. The focus of consultation is to work collaboratively with the parent and/or teacher to plan appropriate strategies to meet the needs of students. The counselor works closely with teachers, parents, and students to provide input in planning instructional strategies that are appropriate for the needs of the individual student and/or classroom.

#### **B. DEMONSTRATES THE ABILITY TO PLAN AND DELIVER GUIDANCE SERVICES.**

##### **B1. Makes effective use of time**

Explanation/Example(s) The counselor keeps a calendar/daily log reflecting time allotment for guidance activities, i.e. classroom guidance, group counseling, parent conferences, observations of students, individual counseling, staff consultation, child study team activities, etc. The counselor strives to balance his/her time commitments so as not to compromise the provision of guidance services.

**B2. Shows evidence of flexible procedures**

Explanation/Example(s) *The counselor strives to be available to deal with immediate needs and/or crisis situations and adjusts schedule accordingly. The counselor utilizes feedback from students, staff, parents, and administrators to assure that services are timely and essential.*

**B3. Uses supplemental materials to enhance guidance services**

Explanation/Example(s) *The counselor accesses resources such as Implementing National Counseling Standards: A Resource Guide, Florida Counseling for Future Education Handbook, The American School Counseling Association (ASCA) National Model: A Framework for School Counseling Programs, The ASCA National Standards for School Counseling Programs, High School Counselors Handbook, and other related materials to plan an effective guidance program.*

**B4. Demonstrates knowledge of availability of community resources**

Explanation/Example(s) *The counselor maintains a current community resource guide, (e.g. the Directory of Human Services,) which is readily accessible when needed.*

**B5. Uses technology for monitoring student progress, student career/academic planning, acquiring and accessing data needed to inform decision making of individual students and whole school**

Explanation/Example(s) *The counselor is able to access school data that is published on the district web site. The counselor utilizes reports from SIMS and Research and Evaluation to obtain information on individual students to assist in decision-making. The counselor uses such websites at Florida Bright Futures, Facts.org, Florida Student Financial Aid, and College Board Florida Partnership to assist students with career and academic planning (secondary counselors).*

**B6. Selects appropriate classroom guidance activities**

Explanation/Example(s) *The counselor selects classroom guidance activities that are aligned with the school's mission, school improvement plan goals, and an analysis of school data. The counselor may also conduct a needs assessment among faculty, students, and parents to determine appropriate classroom guidance activities.*

**B7. Uses evaluative information for program improvement**

Explanation/Example(s) *The counselor uses evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires to determine the effectiveness of the counseling program. This information is used to make any adjustments to the program during the process of ongoing evaluation.*

**C. DEMONSTRATES KNOWLEDGE OF COUNSELING TECHNIQUES AND STUDENT DEVELOPMENT.**

**C1. Demonstrates multi-cultural and cross-cultural sensitivity**

Explanation/Example(s) *The counselor uses materials with non-biased language, representing a cross section of different cultures and nationalities; treats all individuals fairly regardless of sex or ethnicity; adjusts interactions to accommodate the verbal and nonverbal language patterns of different ethnic and racial groups; holds all students to high expectations and assists students in accessing resources and opportunities necessary for success.*

**C2. Utilizes counselor techniques that are sound, appropriate, and research- or experientially based**

Explanation/Example(s) *The counselor utilizes techniques such as brief counseling that are better suited to the school environment than traditional approaches.*

**C3. Exhibits knowledge of child growth and development, including learning styles**

Explanation/Example(s) *The counselor assists faculty and students in understanding how students learn in different ways. The counselor utilizes knowledge of child developmental stages to recommend intervention strategies that are appropriate. The counselor encourages faculty to take this information into account when evaluating students.*

**C4. Keeps abreast of and utilizes current guidance and counseling developments and techniques**

Explanation/Example(s) *The counselor attends workshops and reads professional journals to maintain current knowledge of counseling developments and techniques.*

**D. DEMONSTRATES THE ABILITY TO UTILIZE GROUP MANAGEMENT TECHNIQUES.**

**D1. Uses time effectively**

Explanation/Example(s) *The counselor allots adequate time for group activities and does not over dwell in presentation, interaction, or questioning. Attention is given to allowing sufficient time for learning rather than hurrying through the activity.*

**D2. Specifies expectations for group behavior**

Explanation/Example(s) *The counselor explains expectations of behavior and gives reasons for students to behave in certain ways. Appropriate student behavior may indicate that expectations have been made clear. However, if an inappropriate behavior occurs without subsequent statement or clarification of expectations, no credit should be given. Inappropriate behavior is characterized by its inconsistency with accepted norms or counselor expectations. The definitions of appropriate behavior vary with the context of the activity. Common inappropriate behavior includes off-task behavior, noisy call outs, and misuse of equipment.*

**D3. Encourages active participation**

Explanation/Example(s) *The counselor pursues student contributions, demonstrations, and questions with a frequency appropriate to the activity. The counselor may prompt, rephrase, and call on non-volunteers to increase student participation.*

**D4. Maintains momentum of presentation**

Explanation/Example(s) *The counselor maintains momentum by staying on the topic in counselor-centered activities, and does not interrupt activities unnecessarily. Focus can also be lost through delays, unnecessary digressions, and lengthy transitions. The majority of students are engaged in learning activities through the group activity.*

**D5. Provides feedback that is constructive**

Explanation/Example(s) *The counselor offers specific feedback to individuals and/or the group which reinforces those aspects of behavior which are acceptable. The counselor encourages group participation by establishing a climate that is non-threatening and inviting.*

**D6. Demonstrates non-verbal behavior that shows interest**

Explanation/Example(s) *The counselor relates to students in a pleasant manner by using students' names, making eye contact, smiling, exhibiting appropriate facial expressions, using appropriate gestures, and using a positive tone of voice.*

**E. SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING A POSITIVE SCHOOL CLIMATE.****E1. Establishes/maintains rapport with students**

Explanation/Example(s) *The counselor attempts to maintain a positive atmosphere by making eye contact with students, smiling, using a positive tone of voice, and calling students by name. The counselor acknowledges the presence of students with positive remarks or questions. Communication with students has an absence of sarcasm, harsh criticism, or condescension.*

**E2. Establishes climate of courtesy and respect**

Explanation/Example(s) *The counselor maintains a climate of respect between the student and the counselor by encouraging student input, achievement, and effort. The counselor listens attentively to student remarks, acknowledging ideas or opinions positively whenever possible. The counselor displays regard for student questions by answering promptly or giving an appropriate deferment. The counselor praises, by word or deed, student effort as well as student achievement.*

**E3. Holds reasonable expectations for student social/academic behavior**

Explanation/Example(s) *The counselor maintains appropriate and consistent expectations for behavior and academic progress. There is evidence that students are informed about classroom or group rules. The counselor treats students fairly and consistently while attempting to balance student individuality in ability and background.*

**E4. Demonstrates enthusiasm for student performance or involvement**

Explanation/Example(s) *The counselor displays enthusiasm for school activities and student involvement. A positive regard for school activities may be evidenced by the counselor's expressing interest in the student's involvement in clubs, sports, or other activities, and/or the counselor's participation in extra curricular activities.*

**E5. Instructs students in goal setting, problem solving, and connecting choices, behaviors, and outcomes.**

Explanation/Example(s) *The counselor recognizes the importance of the successful school experience for students. The counselor communicates an attitude of confidence in the students and their potential. Students are encouraged to set goals, work diligently, and persevere. The counselor supports appropriate social and academic behavior by providing students with the skills to problem solve and identify alternatives for positive consequences. The counselor helps students make the connection between choices, behaviors, and outcomes.*

**E6. Treats all students fairly**

Explanation/Example(s) *Personal regard for students is communicated by the counselor through the use of courtesy in interaction with the students. The counselor creates an environment in which all students are treated equitably.*



## **F. DEMONSTRATES ABILITY TO COMMUNICATE EFFECTIVELY WITH STAKEHOLDERS.**

### **F1. Is readily accessible to students, teachers, parents, and administrators**

Explanation/Example(s) *The counselor creates an environment of accessibility by implementing a system of communication which allows individuals many avenues with which to interact with the counselor.*

### **F2. Shares information with students, teachers, parents, and administrators through individual consultation, presentations, and supplementary materials**

Explanation/Example(s) *The counselor is skilled in effective communication with varied groups and seeks opportunities to provide information essential to student success. The counselor provides many resources to the school community and is frequently sought for his/her expertise. Indicators may include in-service presentations to faculty; development of brochures and/or flyers providing helpful information to parents; written communication to teachers.*

### **F3. Facilitates communication among students, parents, school personnel and community resources**

Explanation/Example(s) *The counselor works to build rapport with individuals before serious communication begins; works patiently with parents for whom schools may have threatening connotations; avoids joining in on conversations that demean parents; assists parents in obtaining needed services for their children through a referral and follow-up process and serves as liaison between the school and community agencies so that they may collaborate in efforts to help students.*

### **F4. Uses effective and correct oral and written communications**

Explanation/Example(s) *The counselor exhibits oral communication without grammatical errors. Typical errors are 1) use of double negatives, 2) lack of subject-verb agreement, 3) incorrect verb tense, and 4) incorrect pronoun reference. Two or more errors are cause for denying credit. Written communications initiated by the counselor may be considered to determine whether this indicator has been adequately demonstrated.*

### **F5. Demonstrates social advocacy skills, i.e., effective voice in challenging the status quo in systems where inequities impede students' academic success**

Explanation/Example(s) *The counselor works to close the information gap by providing students with critical, timely information about college and career opportunities; works to increase the number of low socioeconomic status students and students of color who enroll in rigorous coursework; uses data to make informed decisions where change is needed in the system; works with teachers to develop strategies, programs (e.g. tutoring, mentoring) that address academic needs of students.*

### **F6. Responds promptly and appropriately to parental concerns**

Explanation/Example(s) *The counselor responds to concerns expressed by parents in a timely and professional manner. Written documentation should be maintained by the counselor in order to provide record of the communication. Evidence of this indicator might include phone logs, notes, or conference logs.*

## **G. DEMONSTRATES WILLINGNESS TO ASSUME GENERAL PROFESSIONAL RESPONSIBILITIES.**

### **G1. Adheres to school and district policy**

Explanation/Example(s) *The counselor is aware of and conforms to school and district rules.*

### **G2. Maintains accurate records**

Explanation/Example(s) *The counselor's records including plans for small groups and classroom guidance, log of individual counseling sessions, student attendance in small group counseling sessions, child study team documentation, individual achievement test results, are neat and accurate.*

### **G3. Initiates and conducts parent-teacher conferences to report student progress according to school board policy**

Explanation/Example(s) *The counselor initiates, conducts, and/or participates in parent conferences to report student progress according to school board policy. The counselor should facilitate parents' access to student grades, work, portfolios, or whatever documentation is available to provide evidence of student progress.*

### **G4. Exercises due care of equipment under his/her care**

Explanation/Example(s) *The counselor exercises appropriate care of equipment assigned to him/her. Equipment is returned in a condition similar to that which existed when assigned.*

## **H. DEMONSTRATES A COMMITMENT TO PROFESSIONAL GROWTH.**

### **H1. Continues to pursue professional growth and development through workshops, seminars, college coursework, and/or other professional activities**

Explanation/Example(s) *Indicators may include: Participating in staff development through development activities to enhance counseling skills; continuing growth through self-evaluation, study, and travel; participating in conferences, workshops, and professional organizations; using creative ideas from books, professional journals, and professional organizations; working toward an advanced degree; and seeking national board certification.*

### **H2. Participates in school and/or district committees**

Explanation/Example(s) *The counselor actively participates in school and system-wide activities and actively participates on school and/or district committees. Activities may include: The counselor volunteering to participate in extra-curricular activities; sponsoring clubs and/or organizations; working cooperatively with administration in dealing with extra-curricular assignments; and lending support to staff members who are involved with extracurricular activities (i.e. hospitality committee, attend science fair, help sessions.)*

## **I. SHOWS EVIDENCE OF PROFESSIONAL CHARACTERISTICS.**

### **I1. Demonstrates initiative and assumes responsibility**

Explanation/Example(s) *The counselor identifies barriers to student success and actively implements programs and services to address those barriers; assumes leadership in identifying resources and safety nets.*

### **I2. Demonstrates behaviors reflecting dignity and worth of people**

Explanation/Example(s) *The counselor attempts to maintain positive relationships at all times. He/She relates to individuals in a pleasant manner and secures cooperation from the them, makes eye contact, smiles, uses a positive tone of voice and demonstrates patience and kindness. All interactions with students, parents, and faculty model courtesy. The counselor avoids sarcasm and negative criticism, establishes a climate of courtesy and respect, encourages slow and reluctant students. Establishes and maintains positive rapport.*

### **I3. Exercises good judgment**

Explanation/Example(s) *The counselor demonstrates a professional demeanor at all times. Provides a positive role model for students. Effectively communicates with other people. Gathers information relative to professional problems in order to make knowledge-based decisions. Practices appropriate problem solving techniques. Deals positively and objectively with professionally related problems.*

### **I4. Maintains confidentiality**

Explanation/Example(s) *The counselor maintains appropriate confidentiality in his/her interactions with parents, students, teachers, administration, district staff, and community resources. Communicates at a professional level relative to school-related information.*

### **I5. Maintains good attendance**

Explanation/Example(s) *The counselor maintains attendance that adheres to the contractual policies of the Duval County School Board (i.e. does not abuse personal leave, provides a doctor's statement as needed, uses sick leave for authorized purposes only.) Evidence of this indicator might include copies of leave forms and/or sign-in sheets.*

### **I6. Is punctual**

Explanation/Example(s) *The counselor adheres to the established school hours on a regular basis, is punctual to meetings, classes, duties, and is prompt in submitting reports. Sign-in sheets, copies of reports that were turned in on time, and statements from administrative staff or others that the counselor is punctual in the accomplishment of assigned duties/responsibilities may be used to demonstrate this indicator.*

### **I7. Maintains professional appearance**

Explanation/Example(s) *The counselor dresses appropriately for his/her role, maintains a proper appearance in conjunction with the accepted style of the day, and exhibits cleanliness and good grooming (refer to contract language.)*

### **I8. Exercises emotional self-control**

Explanation/Example(s) *The counselor conducts school business in a professional manner; demonstrates emotional restraint when dealing with students, parents, and co-workers; and promotes calm during emotional situations.*

### **I9. Accepts evaluation and redirection and makes necessary changes or adjustments**

Explanation/Example(s) *The counselor accepts constructive criticism and redirection; recognizes weaknesses and seeks help voluntarily; demonstrates willingness and desire to improve; and shows evidence of implementing suggested changes and/or adjustments.*

### **I10. Acts as student advocate**

Explanation/Example(s) *The counselor's first priority is to act in the best interest of the student. In situations where*

the counselor is aware that an individual and/or the institution may not be acting in the best interest of the student, the counselor makes this concern known to the appropriate personnel and collaboratively works to implement changes as deemed necessary.

SCHOOL COUNSELOR ASSESSMENT INSTRUMENT (SCAI) – Part A

Counselor \_\_\_\_\_ PIN# \_\_\_\_\_ RC# \_\_\_\_\_

School \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Directions: The SCAI Part A is to be used for observation of thirty minutes or more. The TAI Part B is for documenting all other competencies. Place a check by the indicator number when the behavior is observed. Use the Comments/Recommendations space for descriptive notes. Observation time: Start \_\_\_\_\_ End \_\_\_\_\_

**A. PROMOTES STUDENT GROWTH AND PERFORMANCE**

<u>Comments/Recommendations</u>	<u>Indicators</u>
	_____ 1. Plans activities consistent with state board rules and statutes that promote increased student achievement.
	_____ 2. Plans activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.
	_____ 3. Shows evidence of planning and implementing a data-driven comprehensive school counseling program.
	_____ 4. Demonstrates understanding of equity/inclusion for under-represented students in rigorous course work.
	_____ 5. Provides consultation to parents and teachers with regard to meeting needs of students, and assists in the formulation of instructional support strategies.

**B. DEMONSTRATES THE ABILITY TO PLAN AND DELIVER GUIDANCE SERVICES**

<u>Comments/Recommendations</u>	<u>Indicators</u>
	_____ 1. Makes effective use of time.
	_____ 2. Shows evidence of flexible procedures.
	_____ 3. Uses supplemental materials to enhance guidance services.
	_____ 4. Demonstrates knowledge of availability of community resources.
	_____ 5. Uses technology for monitoring student progress, student career/academic planning, acquiring and accessing data needed to inform decision making of individual students and whole school.
	_____ 6. Selects appropriate classroom guidance activities.
	_____ 7. Uses evaluative information for program improvement.

**C. DEMONSTRATES KNOWLEDGE OF COUNSELING TECHNIQUES AND STUDENT DEVELOPMENT**

<u>Comments/Recommendations</u>	<u>Indicators</u>
	_____ 1. Demonstrates multi-cultural and cross-cultural sensitivity.
	_____ 2. Utilizes counselor techniques that are sound, appropriate, and research- or experientially-based.
	_____ 3. Exhibits knowledge of child growth and development, including learning styles.
	_____ 4. Keeps abreast of and utilizes current guidance and counseling developments and techniques.

**D. DEMONSTRATES THE ABILITY TO UTILIZE GROUP MANAGEMENT TECHNIQUES**

<u>Comments/Recommendations</u>	<u>Indicators</u>
	_____ 1. Uses time effectively.
	_____ 2. Specifies expectations for group behavior.
	_____ 3. Encourages active participation.
	_____ 4. Maintains momentum of presentation.
	_____ 5. Provides feedback that is constructive.
	_____ 6. Demonstrates non-verbal behavior that shows interest.

**E. SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING A POSITIVE SCHOOL CLIMATE**

<u>Comments/Recommendations</u>	<u>Indicators</u>
	_____ 1. Establishes/maintains rapport with students.
	_____ 2. Establishes climate of courtesy and respect.
	_____ 3. Holds reasonable expectations for student social/academic behavior.
	_____ 4. Demonstrates enthusiasm for student performance or involvement.
	_____ 5. Instructs students in goal setting, problem solving, and connecting choices, behaviors, and outcomes.
	_____ 6. Treats all students fairly.

SCHOOL COUNSELOR ASSESSMENT INSTRUMENT (SCAI) cont'd – Part B

Counselor \_\_\_\_\_ Date \_\_\_\_\_

**F. DEMONSTRATES ABILITY TO COMMUNICATE EFFECTIVELY.**

<u>Comments/Recommendations</u>	<u>Indicators</u>
_____	1. Is readily accessible to students, teachers, parents, and administrators.
_____	2. Shares information with students, teachers, parents, and administrators through individual consultation, presentations, and supplementary materials.
_____	3. Facilitates communication among students, parents, school personnel and community resources.
_____	4. Uses effective and correct oral and written communications.
_____	5. Demonstrates social advocacy skills, i.e., effective voice in challenging the status quo in systems where inequities impede students' academic success.
_____	6. Responds promptly and appropriately to parental concerns.

**G. DEMONSTRATES WILLINGNESS TO ASSUME GENERAL PROFESSIONAL RESPONSIBILITIES**

<u>Comments/Recommendations</u>	<u>Indicators</u>
_____	1. Adheres to school and district policy.
_____	2. Maintains accurate records.
_____	3. Initiates and conducts parent-teachers conferences to report student progress according to school board policy.
_____	4. Exercises due care of equipment under his/her care.

**H. DEMONSTRATES A COMMITMENT TO PROFESSIONAL GROWTH**

<u>Comments/Recommendations</u>	<u>Indicators</u>
_____	1. Continues to pursue professional growth and development through workshops, seminars, college course work, and/or other professional activities.
_____	2. Participates in school and/or district committees.

**I. SHOWS EVIDENCE OF PROFESSIONAL CHARACTERISTICS**

<u>Comments/Recommendations</u>	<u>Indicators</u>
_____	1. Demonstrates initiative and assumes responsibility.
_____	2. Demonstrates behaviors reflecting dignity and worth of people.
_____	3. Exercises good judgement.
_____	4. Maintains confidentiality.
_____	5. Maintains good attendance.
_____	6. Is punctual.
_____	7. Maintains professional appearance.
_____	8. Exercises emotional self-control.
_____	9. Accepts evaluation and redirection and makes necessary changes or adjustments.
_____	10. Acts as student advocate.

**\*Post-observation conference must be scheduled with 5 days of observation.**

At this time all competencies are satisfactory EXCEPT the following circled competencies. A B C D E F G H I

**Only an unsatisfactory rating will result in reduction points. The reduction points are as follows  
Competency A: -3 points; Competencies B through E: -2 points, Competencies F through I: -1 point. Four or more reduction points remains as an overall unsatisfactory evaluation.**

\_\_\_\_\_  
Signature of Reviewer/Date

\_\_\_\_\_  
Signature of Counselor/Date

**EVALUATION OF PROFESSIONAL GROWTH OF SCHOOL COUNSELOR**

NAME \_\_\_\_\_ DATE \_\_\_\_\_ POSITION \_\_\_\_\_

SCHOOL \_\_\_\_\_ NO \_\_\_\_\_ PIN No. \_\_\_\_\_

**Directions: Check one rating for each competency. Key to Ratings: HP = High Performing S = Satisfactory NI = Needs Improvement U = Unsatisfactory.**  
**Check one rating for the overall evaluation. Key to rating: S = Satisfactory U = Unsatisfactory**  
**Only an unsatisfactory rating will result in reduction points. The reduction points are as follows: Competency A: -3 points; Competencies B through E: -2 points; Competencies F through I: -1 point. Four or more reduction points result in an overall unsatisfactory evaluation.**

**RATING**

Competency A: Promotes Student Growth and Performance HP  S  NI  U   
 Comments:

Competency B: Demonstrates Ability to Plan and Deliver Guidance Services S  NI  U   
 Comments

Competency C: Demonstrates Knowledge of Counseling Techniques and Student Development S  NI  U   
 Comments:

Competency D: Demonstrates the Ability to Utilize Group Management Techniques S  NI  U   
 Comments:

Competency E: Shows Sensitivity to Student Needs by Maintaining a Positive School Climate S  NI  U   
 Comments:

Competency F: Demonstrates Ability to Communicate Effectively with Stakeholders S  NI  U   
 Comments:

Competency G: Demonstrates Willingness to Assume General Professional Responsibilities S  NI  U   
 Comments:

Competency H: Demonstrates a Commitment to Professional Growth S  NI  U   
 Comments:

Competency I: Shows Evidence of Professional Characteristics S  NI  U   
 Comments:

**OVERALL EVALUATION: (check one box) S  U**

**Eligible for Performance Pay Yes  No**

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Accepted: Counselor Signature \_\_\_\_\_ Date Not accepted. \_\_\_\_\_

My signature evidences receipt of this document only. I have read this document and understand its contents. (Counselor's Signature and Date) \_\_\_\_\_

**MEDIA SPECIALIST ASSESSMENT MANUAL AND INSTRUMENTS**

**ASSESSMENT CRITERIA  
MEDIA ASSESSMENT INSTRUMENT (MAI)**

Performance Indicators

**A. DEMONSTRATES ABILITY TO IMPACT STUDENT ACHEIVEMENT**

**A1. Provides instruction to students on research methods and the use of reference tools (encyclopedias, dictionaries, handbooks and manuals) and methods.**

Explanation/Example(s) *The media specialist ensures that all students are instructed in the use of reference tools available in the media center. This may be evidenced through direct instruction, classroom instruction, and one-on-one instruction. Lesson plans may include the use of reference tools to locate information in collaboration with classroom instruction. Student mastery may be demonstrated by subsequent independent use of appropriate reference sources to successfully locate relevant information for reports, portfolios, projects, activities, or other learning assignment, completed research based assignments, or student bibliographies.*

**A2. Demonstrates to students appropriate use of technology and software (electronic catalog databases, etc.).**

Explanation/Example(s) *The media specialist ensures that all students are aware of and know how to access the technology tools available at school and online. This may be accomplished through direct instruction, classroom presentations, faculty meeting presentations, flyers to parents, and one-on-one instruction. Student growth may be evidenced by ongoing independent student use of the OPAC and online resources to accurately locate relevant information, or teacher conference logs.*

**A3. Promotes appreciation of reading.**

Explanation/Example(s) *At least one school wide reading appreciation program and/or book fair is conducted annually. Reading appreciation programs evidencing this indicator might include sponsoring student participation in the annual state FAME Media Festival, promoting the district reading programs, and/or the development and implementation of an original school based reading incentive program, lesson plans, flyers, or photographs of a reading event.*

**A4. Helps students locate and use various media.**

Explanation/Example(s) *The media specialist publicizes and instructs students in the use of the district and state provided data bases as well as the school based OPAC. Administrators might observe evidence of this indicator when the media specialist directs students to resources or instructs students in successfully using technology, uses interlibrary loans when school resources are not available, within lesson plans, and circulation statistics.*

**A5. Plans and delivers instruction that promotes students achievement.**

Explanation/Example(s) *The media specialist meets with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.*

**A6. Integrates research and study skills with classroom instruction.**

Explanation/Example(s) *Meets with teachers to coordinate research and study skills with classroom instruction. Publicizes and uses with students the district and state provided online databases, OPACs and research. Implementation of this indicator might be evidenced in the successful completion by a student of a classroom based research assignment, student use of the OPAC or online services when finding materials and information, or the posting of the Information Literacy Standards or some other appropriate academic standards.*

**B. DEVELOPS AND MANAGES COLLECTION.**

**B1. Uses approved selection policy and procedures.**

Explanation/Example(s) *Materials selection policies and procedures are written and used consistently. These policies may be found in the Media Specialist's Handbook. Evidence might include conferencing with grade level or subject area teachers to assess needs, conducting a collection analysis, and/or methodically targeting a genre for development.*

**B2. Establishes and follows procedures for ordering, receiving and processing materials.**

Explanation/Example(s) *Ordering, receiving and processing of materials are consistent and completed in a timely manner within the context of other duties. Guidelines for processing of materials may be found in the Media Specialist's Handbook. Guidelines for ordering and receiving materials may be found in the Duval County Public Schools Policy Handbook. This means that new materials are*



checked in, library processing applied, and the proper personnel are notified of receipt for payment. This might be evidenced by the lack of payment notices from accounts payable, and/or the observation of materials being processed correctly.

**B3. Arranges and circulates materials.**

Explanation/Example(s) Materials are orderly and arranged by ALA, AASL, or district recognized systems. Students and staff have the opportunity to checkout and return materials. Books are arranged on the shelves in correct Dewey order. Consistent procedures to retrieve overdue or lost materials are in place and applied. This may include sending overdue notices to students and staff. This may also be demonstrated by observing the correct arrangement of the books on the shelves.

**B4. Maintains accurate circulation records.**

Explanation/Example(s) Circulation statistics report shows collection movement and reflects changes to the collection inventory. Materials are checked-out and checked-in to the correct patron. This indicator may be observed as students or staff checkout or check-in materials, and/or by a comparison of monthly circulation statistics.

**B5. Weeds and repairs collection.**

Explanation/Example(s) Within the confines of budget allocations, collection development is an ongoing process that is relevant to the curriculum of the school. Guidelines for weeding may be found in the Duval County Media Specialist's Handbook. The collection age reflects the addition of new materials, and the annual inventory report indicates weeded/discarded copies.

**B6. Inventories collection.**

Explanation/Example(s) Annual inventories are complete, accurate, signed by the principal or their designee, and are submitted to the district office according to the district schedule. Copies of the annual inventory may be used as evidence of this indicator.

**C. MANAGES INSTRUCTION COOPERATIVELY WITH FACULTY**

**C1. Helps teachers locate and use various media.**

Explanation/Example(s) The media specialist publicizes and instructs teachers in the use of district and state provided data bases as well as the school based OPAC. Evidence of this indicator might include observation of the fulfillment of staff information requests, interlibrary loans used when school resources are not available and/or copies of interlibrary loan requests, schedule of trainings, or documentation of one-on-one teacher instruction.

**C2. Plans and delivers cooperative instruction that promotes student achievement.**

Explanation/Example(s) The media specialist meets with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.

**C3. Works with teachers to advance student research skills.**

Explanation/Example(s) The media specialist meets with teachers to coordinate research skills and tools with classroom instruction. Lesson plans contain evidence that research skills are being taught. Instruction is delivered with the appropriate standards posted for the lesson being taught. Online databases and the school OPAC are incorporated into collaborative lessons to solve research problems. Evidence may include completed research based assignments, lesson plans, teacher conference logs, or on-going student use of the OPAC and online resources.

**C4. Demonstrates to teachers appropriate use of technology and software (electronic catalog databases, etc.).**

Explanation/Example(s) The media specialist ensures that all teachers are aware of and know how to access the technology tools available at school and online. This may be accomplished through direct instruction, classroom presentations, faculty meeting presentations, flyers to parents, and one-on-one instruction. This may be evidenced by ongoing independent use of the OPAC and online resources to accurately locate relevant information, or teacher conference logs.

**D. SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING A POSITIVE MEDIA CENTER ENVIRONMENT.**

**D1. Establishes/maintains rapport with students.**

Explanation/Example(s) The media specialist attempts to maintain a positive atmosphere in the media center by making eye contact with students, smiling, using a positive tone of voice, and calling students by name. Communication with students has an absence of sarcasm, harsh criticism, or condescension.

**D2. Establishes/maintains climate of courtesy and respect.**

Explanation/Example(s) *The media specialist maintains a climate of respect between the student and teacher by encouraging student input, achievement, and effort. When possible, the media specialist should greet all patrons and ascertain their purpose in the media center. The media specialist listens attentively to student remarks, acknowledges ideas or opinions positively whenever possible. The media specialist displays regard for student questions by answering promptly or giving an appropriate deferment. Student work is displayed or in evidence within the media center, classrooms or school. The media specialist praises by words or deed student effort as well as student achievement.*

**D3. Holds reasonable expectations for student social/academic behavior.**

Explanation/Example(s) *Rules for student behavior in the media center are posted and reflect an understanding of student developmental stages in relation to expectations. There is evidence that students are informed about media center purpose and media center rules. The media specialist treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the media specialist encourages slow or reluctant learners and challenges the faster, motivated students. The media specialist enforces consistent media center rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice, for example, parental contact, media center management system, student-teacher conference, conference with classroom teacher, referral.*

**D4. Demonstrates enthusiasm for student performance or involvement.**

Explanation/Example(s) *The media specialist displays enthusiasm for school activities and student involvement. A positive regard for school activities may be evidenced by bulletin boards, announcements regarding achievements, efforts or special events, greeting students with comments or questions about clubs, games, or other classes, and/or the media specialist's participation in extra curricular activities, or activities outside the media center. Reading programs are actively promoted and related activities planned for students.*

**D5. Reinforces/rewards appropriate/academic behavior.**

Explanation/Example(s) *The media specialist recognizes the importance of the successful school experience for students. This recognition may be evidenced by the media specialist's prediction of a correct student response and the opportunity given to the student by calling on him to answer the question; the redirection of a student in which the teacher provides suggestions or alternatives for subsequent situations of a similar nature; and the availability of the media specialist to award praise and recognition for student achievement. The media specialist promotes facilitation of student success by offering praise or reward for effort as well as achievement. Students are encouraged to set goals, work diligently, and persevere. The media specialist communicates an attitude of confidence in the students and their potential. Appropriate academic and social behavior is highlighted in age appropriate forums. Praise is appropriate and consistent for all students. Rewards as related to the checkout of materials may be used as a reinforcer.*

**D6. Treats all students fairly.**

Explanation/Example(s) *Personal regard for students is communicated by the media specialist through the use of courtesy in interaction with the students. The media specialist creates a learning environment in which all students are treated fairly and equitably.*

**E. MANAGES MEDIA PROGRAM.**

**E1. Develops written goals**

Explanation/Example(s) *The media specialist has written goals that align with the school improvement plan, and the educational objectives and academic programs of the district and/or school. Evidence may include the annual goals and objective required by the district.*

**E2. Establishes and follows written policies and procedures.**

Explanation/Example(s) *Media center policies should be in accord with the school improvement plan and school rules and should be in written form and made available to all staff and students. Format may include flyers, faculty meeting presentations, and handouts made available to all patrons in the media center.*

**E3. Provides for use of media resources and facilities.**

Explanation/Example(s) *The media specialist publishes and communicates the provisions and guidelines for the use of media resources, including scheduling. The media center will be available during regular school hours and provision made for its use before and/or after school as needed. Scheduling of classes may be flexible, modified or any combination or method as determined by input from the media specialist, administration and shared governance committee to best meet the needs of the students and learning community. A procedure should be in place that ensures all students have access to media center books regardless of scheduling constraints (e.g., the checkout to teachers of carts of classroom libraries).*

**E4. Administers budget.**

Explanation/Example(s) Budget allocation, if available, is used for collection development in a collaborative manner. The media specialist is aware of, or knows where to find, information concerning the district policy regarding the collecting and receipting of funds, and the procedure for the requisitioning of materials using these funds. Evidence may include a needs assessment survey prior to making purchasing decisions, copies of properly receipted funds, or copies of entered requisitions.

**E5. Prepares and submits reports.**

Explanation/Example(s) Correctly and completely prepares and submits all reports in a timely manner. Evidence may include the annual inventory report and/or annual database statistics report (e.g. Sunlink).

**E6. Promotes cooperative program planning.**

Explanation/Example(s) Collaborates with staff to prepare lessons which coordinate with the media program. This may include attending department or grade level meetings, or meeting with individual teachers to coordinate plans and instruction. Evidence might be reflected in media specialist plans that reference topics and/or standards being discussed in the classrooms, the display in the media center of projects, and/or the posting of collaborative standards reflecting classroom cooperation.

**E7. Evaluates the programs.**

Explanation/Example(s) Programs are evaluated and modified as needed. This may include informal or formal assessment evaluations of the impact and success of media reading programs, collaborative lessons, or school-wide reading initiatives. Evidence might include written input from classroom teachers on program impact, student portfolios, student journals, and/or student projects.

**F. DEMONSTRATES ABILITY TO COMMUNICATE WITH PARENTS.**

**F1. Communicates the mission of the media center to the parents through a variety of venues (pamphlets, electronically, open house, etc.).**

Explanation/Example(s) The media specialist provides a printed information sheet to parents made available in the media center and sent to parents with the opening of school information. Evidence may include presentations to parents during media center presentations at the annual open house. Other evidence may include email and written correspondence, website design and maintenance, or minutes from a media center parent advisory committee meeting.

**G. DEMONSTRATES WILLINGNESS TO ASSUME NON INSTRUCTIONAL RESPONSIBILITIES.**

**G1. Adheres to school and district policy.**

Explanation/Example(s) The media specialist is aware of and conforms to school and district rules.

**G2. Maintains accurate records of activities (bookfairs, etc.).**

Explanation/Example(s) The media specialist prepares all reports accurately and on time. These reports may include monies collected reports, overdue book and fine notices, and annual inventory report to the district. Student records maintained in the library database for checkout should also be accurate and up to date, reflecting the current student population. Printed records including overdue notices, receipt books, plan books and roll books are neat and housed appropriately.

**G3. Exercises due care of equipment under his/her care.**

Explanation/Example(s) The media specialist initiates repair work orders related to the maintenance and repair of equipment for which they are responsible. A work order repair log and/or observation of the maintenance of equipment might be used as evidence of this indicator.

**H. DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH.**

**H1. Continues to pursue professional growth and development through workshops, seminars, college course work and/or other professional activities.**

Explanation/Example(s) The media specialist attends district approved workshops and in-service to stay abreast of advances in district policy and procedure and to further advance their skills as media specialists. These may include any of the in-service provided during the year covering topics relevant to media and curriculum programs currently active in the district. Other examples may include continuing growth through IPDP, college course work, study, and travel, conferences, and professional organizations, using creative ideas from books, professional journals, and professional organizations, working toward advanced degrees, and seeking national board certification.

**H2. Participates in school and/or district committees.**

Explanation/Example(s) The media specialist actively participates in school and/or district-wide activities and/or committees. Opportunities include district steering committees, FAME media festival committees, FAME conference

committees, volunteering to participate in extra-curricular activities, sponsoring clubs or organizations, school or district-based committees, or lending support to staff who are involved with extracurricular activities.

## **I. DEMONSTRATES EVIDENCE OF PROFESSIONAL CHARACTERISTICS.**

### **I1. Demonstrates behaviors reflecting dignity and worth of people.**

Explanation/Example(s) *The media specialist attempts to maintain a positive teacher/student relationship at all times. He/she relates to students in a pleasant manner and secures cooperation from the students, uses student's names, makes eye contact and smiles, uses a positive tone of voice, or stands near students and demonstrates patience and kindness. All interactions with students model courtesy. The media specialist avoids sarcasm and negative criticism, establishes a climate of courtesy and respect, encourages slow and reluctant students, and establishes and maintains a positive rapport with students.*

### **I2. Exercises good judgment.**

Explanation/Example(s) *The media specialist demonstrates a professional demeanor at all times, provides a positive role model for students, effectively communicates with other people, gathers information relative to professional problems in order to make knowledge-based decisions, practices appropriate problem solving techniques, and deals positively and objectively with professionally related problems.*

### **I3. Maintains confidentiality.**

Explanation/Example(s) *The media specialist fills the information needs of staff and students with confidentially within the confines of district policies and state statutes, maintains confidentiality in relations with parents, and communicates at a professional level relative to school-related information (e.g., maintains confidentiality relative to students, media center incidents, administrators, other personnel).*

### **I4. Maintains good attendance.**

Explanation/Example(s) *The media specialist maintains attendance that adheres to the contractual policies of the Duval County School Board. Evidence of this indicator might include copies of leave forms and/or sign-in sheets.*

### **I5. Maintains neat media center appearance.**

Explanation/Example(s) *The media specialist keeps all returned books shelved in a timely manner based on their class load and staff constraints. The books are upright or otherwise appropriately organized as dictated by physical form on the shelves. Tables and chairs are neat and orderly. Communication occurs with the custodial staff and/or administration to promote cleanliness of the room and furniture. Evidence of compliance might include observations made by the principal or other administrative staff.*

### **I6. Is punctual.**

Explanation/Example(s) *The media specialist adheres to the established school hours on a regular basis, is punctual to meetings, classes, duties, and lunch, and is prompt in submitting reports. The media center is open during its scheduled hours. Sign-in sheets, copies of reports that were turned in on time, and statements from administrative staff or others that the media specialist is punctual in the accomplishment of assigned duties/responsibilities may be used to demonstrate this indicator.*

### **I7. Maintains professional appearance.**

Explanation/Example(s) *The media specialist dresses appropriately for the subject/activity being taught, maintains a proper appearance in conjunction with the accepted style of the day, and exhibits cleanliness and good grooming. (Refer to contract language.)*

### **I8. Exercises emotional self control.**

Explanation/Example(s) *The media specialist conducts school business in a professional manner, demonstrates emotional restraint when dealing with students, parents, and co-workers, and promotes calm during emotional situations.*

### **I9. Interacts and communicates effectively with colleagues, parents and students.**

Explanation/Example(s) *The media specialist keeps colleagues, staff, students and parents current on school and district matters related to the media center and media resources. The media specialist communicates verbally and non-verbally, uses correct grammar when speaking and/or writing, shows genuine interest when interacting with others, communicates with enthusiasm, ensures that facts and data are understood by others, uses effective body language, place emphasis on important points, and avoids scrambled discourse and inaudible talk. This indicator might be demonstrated through newsletters announcing events, flyers with directions for online resource use, or participation or presentations at faculty meetings, parent meetings or district workshops and meetings.*

### **I10. Accepts evaluation and redirection and makes necessary changes or adjustments.**

Explanation/Example(s) *The teacher accepts constructive criticism and redirection; recognizes weaknesses and seek help voluntarily; demonstrates willingness and desire to improve; and shows evidence of implementing suggested changes and/or adjustment.*

## MEDIA ASSESSMENT INSTRUMENT (MAI)

Media Specialist Name: \_\_\_\_\_ PIN#: \_\_\_\_\_ R/C#: \_\_\_\_\_

School Name: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Beginning Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_

**Directions:** The MAI is to be used for a minimum observation period of thirty minutes. Place a check by the indicator number when the behavior is observed or documented.

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### A. DEMONSTRATES ABILITY TO IMPACT STUDENT ACHIEVEMENT

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Provides instruction to students on research methods and the use of reference tools (encyclopedias, dictionaries, handbooks and manuals).
- \_\_\_\_\_ 2. Demonstrates to students appropriate use of technology and software (electronic catalog databases, etc.).
- \_\_\_\_\_ 3. Promotes appreciation of reading.
- \_\_\_\_\_ 4. Helps students locate and use various library media material.
- \_\_\_\_\_ 5. Integrates research and study skills with classroom instruction.
- \_\_\_\_\_ 6. Plans and delivers instruction that promotes student achievement.

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### B. DEVELOPS AND MANAGES COLLECTION

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Uses approved selection policy and procedures.
- \_\_\_\_\_ 2. Establishes & follows procedures for ordering, receiving and processing materials.
- \_\_\_\_\_ 3. Arranges and circulates materials.
- \_\_\_\_\_ 4. Maintains accurate circulation records.
- \_\_\_\_\_ 5. Weeds and repairs collection.
- \_\_\_\_\_ 6. Inventories collection.

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### C. MANAGES INSTRUCTION COOPERATIVELY WITH FACULTY

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Integrates research & study skills with classroom instruction.
- \_\_\_\_\_ 2. Helps teachers locate and use various media.
- \_\_\_\_\_ 3. Plans and delivers cooperative instruction that promotes student achievement.
- \_\_\_\_\_ 4. Works with teachers to advance students' research skills.
- \_\_\_\_\_ 5. Demonstrates to teachers appropriate use of technology and software (electronic catalog, databases, etc.)

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### D. SHOWS SENSITIVITY TO STUDENT NEEDS BY MAINTAINING POSITIVE MEDIA CENTER ENVIRONMENT

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Establishes/maintains rapport with students.
- \_\_\_\_\_ 2. Establishes/maintains climate of courtesy and respect.
- \_\_\_\_\_ 3. Holds reasonable expectations for students' social/academic behavior.
- \_\_\_\_\_ 4. Demonstrates enthusiasm for student performance or involvement.
- \_\_\_\_\_ 5. Reinforces/reward appropriate/academic behavior.
- \_\_\_\_\_ 6. Treats all students fairly.

**MEDIA ASSESSMENT INSTRUMENT (MAI) Part B**

Media Specialist Name: \_\_\_\_\_ PIN#: \_\_\_\_\_ R/C#: \_\_\_\_\_

School Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_

**E. MANAGES MEDIA PROGRAM**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Develops written goals.
- \_\_\_\_\_ 2. Establishes and follows written policies and procedures.
- \_\_\_\_\_ 3. Provides for use of media resources and facilities.
- \_\_\_\_\_ 4. Administers budget.
- \_\_\_\_\_ 5. Prepares and submits reports.
- \_\_\_\_\_ 6. Promotes cooperative program planning.
- \_\_\_\_\_ 7. Evaluates the program.

**F. DEMONSTRATES ABILITY TO COMMUNICATE WITH PARENTS**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Communicates the mission of the Media Center to the parents through a variety of venues (pamphlets, electronically, Open House, etc.).

**G. DEMONSTRATES WILLINGNESS TO ASSUME NON INSTRUCTIONAL RESPONSIBILITIES**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Adheres to school and district policy.
- \_\_\_\_\_ 2. Maintains accurate records of activities (bookfairs, etc.)
- \_\_\_\_\_ 3. Exercises due care of equipment under his/her care.

**H. DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Continues to pursue professional growth and development through workshops, seminars, college course work and/or other professional activities.
- \_\_\_\_\_ 2. Participates in school and/or district committees.

**I. DEMONSTRATES EVIDENCE OF PROFESSIONAL CHARACTERISTICS**

Comments/Recommendations

Indicators

- \_\_\_\_\_ 1. Demonstrates behaviors reflecting dignity and worth of people.
- \_\_\_\_\_ 2. Exercise good judgement.
- \_\_\_\_\_ 3. Maintains confidentiality.
- \_\_\_\_\_ 4. Maintains good attendance.
- \_\_\_\_\_ 5. Maintains neat media center appearance.
- \_\_\_\_\_ 6. Is punctual.
- \_\_\_\_\_ 7. Maintains professional appearance.
- \_\_\_\_\_ 8. Exercises emotional self control.
- \_\_\_\_\_ 9. Interacts and communicates effectively with colleagues, parents, students.
- \_\_\_\_\_ 10. Accepts evaluation and redirection and makes necessary changes or adjustments.

**At this time all competencies are satisfactory EXCEPT the following circled competencies: A B C D E F G H I**

**Only an unsatisfactory rating will result in reduction points. The reduction points are as follows: Competency A: -3; Competencies B-E: -2; Competencies F-I: -1. Four or more reduction points remains as an overall Unsatisfactory evaluation.**

Signature of Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Signature of Media Specialist \_\_\_\_\_

## Evaluation of Professional Growth of Library Media Specialist

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ No.: \_\_\_\_\_ PIN No.: \_\_\_\_\_

**Key to Ratings:** O = Outstanding HP = High Performing S = Satisfactory NI = Needs Improvement U = Unsatisfactory (Circle one rating for each competency) Only an unsatisfactory rating will result in reduction points. The reduction points are as follows: Competency A: -3; Competencies B-E: -2; Competencies F-I: -1. Four or more reduction points remains as an overall unsatisfactory evaluation.

**Competency A:** Demonstrates ability to impact student achievement. HP  S  NI  U   
**Comments:**

**Competency B:** Develops and manages collection. S  NI  U   
**Comments:**

**Competency C:** Manages instruction cooperatively with faculty. S  NI  U   
**Comments:**

**Competency D:** Shows sensitivity to student needs by maintaining a positive media center environment. S  NI  U   
**Comments:**

**Competency E:** Manages media program. S  NI  U   
**Comments:**

**Competency F:** Demonstrates ability to communicate with parents. S  NI  U   
**Comments:**

**Competency G:** Demonstrates willingness to assume non-instructional responsibilities. S  NI  U   
**Comments:**

**Competency H:** Demonstrates a commitment to professional growth. S  NI  U   
**Comments:**

**Competency I:** Demonstrates evidence of professional characteristics. S  NI  U   
**Comments:**

**OVERALL EVALUATION:** S  U  **Eligible for Performance Pay** Yes  No

\_\_\_\_\_  
Principal's Signature Date

\_\_\_\_\_  
Accepted: Teacher's Signature Date

**Not accepted. My signature evidences receipt of this document only. I have read this document and understand its contents.**

\_\_\_\_\_  
Teacher's Signature Date

