



Teacher Performance Appraisal Manual

Personnel
Human Resources
July 2008

Table of Contents

Philosophy	3
Redesign Process	3
Research	3
Appraisal Process	4
Observation/Feedback/Improvement Process	4
Annual Contract	4
Observation/Feedback/Improvement Process	4
Professional Service Contract or Continuing Contract.....	4
Informal Observation	4
Walk Throughs	5
Rating Expectations: Guidelines	5
Performance Appraisal: Looking at the 25 Expectations	5
Rating Expectations: Looking at Indicators and Evidence Sources	5
Evidence: Sources	5
Ratings for Expectations	6
Overall Proficiency Ratings	7
*Expectation of Improvement and Growth	7
Rating the Overall Proficiency Level	7
Levels of Proficiency.....	7
Level of Proficiency Expectation Ratings	8
Documentation/Student Achievement Data and Results	13
Teacher Supplied Documentation	13
Documentation of Exceeding Expectations.....	13
Grievance Process	14
Individual Professional Development Plan	14
Professional Development & Improvement Network (PDIN)	15
Process Survey for Appraisal	15
Parent Input Process	15
Mechanism for State Required Changes	16
Instructional Strategies/Best Practices	16
Appendix	17

Philosophy

Pinellas County Schools is committed to a philosophy of continual quality improvement. The Instructional Personnel Assessment System is designed to promote the continual growth and improvement of instructional staff. That professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students. In order to facilitate this process, an effective assessment system provides a means for verifying the professional competence of teachers, then follows up with professional development and growth opportunities. This is best accomplished by setting clear expectations for all instructional personnel, data gathering, observation, feedback, self-reflection, and focusing on improvement and growth activities. The improvement and growth activities are supported through the alignment of other district processes and systems. The revised assessment system incorporates each of these components.

Redesign Process

In the fall of 2001, the Pinellas County School Board placed in Board Policy the **Teacher Professional Expectations**. A redesign of the district's assessment instrument and process for evaluation became necessary due to the adoption of the Professional Expectations. A subcommittee of the Collaborative Bargaining Team and others met over a period of several months during the 2000-2001 and 2001-2002 school years. The committee was comprised of support service personnel, instructional personnel, district administrators, school-based administrators, and representatives from the Pinellas Classroom Teachers Association (PCTA). In considering the redesign of the existing instruments, requirements from three sources had to be included: district **Teacher Professional Expectations** (Appendix A); statutory requirements; and those competencies delineated in the Accomplished Practices for Educators. The philosophy of the committee was evident in their following purpose statement:

The purpose of the Evaluation Redesign Committee is to develop an evaluation instrument that meets state requirements, is aligned to the district Teacher Professional Expectations, promotes continuous growth, and recognizes accomplishments.

Research

The *Teacher Professional Expectations* form the foundation for defining the functioning levels of teacher proficiency as determined through performance appraisal. The district reviewed national, state, and local research and policy to develop Pinellas County *Teacher Professional Expectations*. At a local level, we considered Pinellas County Schools' Teaching and Learning Policy. At a state level we encompassed the Accomplished Teacher Practices. We examined the research and standards found in various states. We adopted national standards from studies including the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, and the National Board for Professional Teaching Standards, Five Propositions of Accomplished Teaching. The research is reflected in the Pinellas County Schools' Teacher Professional Expectations- as described in the three standards representing Highest Student Achievement, Safe Learning Environment, and Effective and Efficient Operations and specifically in expectations 1.1, 1.2, 1.4, and 1.5. The National Board for Professional Teaching Standards Five Core Propositions are also reflected in expectations 1.1, 1.2, 1.6, and 3.6.

Throughout the 2001-2002 school year the appraisal redesign committee reviewed research pertaining to teacher evaluation. Sources of research reviewed included AASPA (American Association of School Personnel Administrators) publications The Teacher of the Future, and Teacher Evaluation that Works, state examples from Oregon, Maryland, Texas, North Carolina, Minnesota, Washington, Tennessee, and various districts from Florida. Members of the evaluation redesign committee attended the CREATE (Consortium for Research on Educational Accountability and Teacher Evaluation) National Evaluation Institute.

Appraisal Process

The teacher assessment process provides a means for assessing a teacher's overall proficiency rating. The overall ratings are described as **Level 4 Proficiency, Level 3 Proficiency, Level 2 Proficiency, Level 1 Proficiency or Does Not Meet Minimum Expectations for Level 1**. These overall ratings are based on the assessment of the 25 Teacher Professional Expectations including specific indicators, and student achievement gains and data, along with customer satisfaction data. Each of the 25 expectations are rated as: **Exceeds, Meets, In Progress, or Not Evident**.

The forms, noted below, are to be used with **all** instructional personnel regardless of contract status: Annual Contract (AC); Professional Service Contract (PSC); or Continuing Contract (CC). The administrator will share the assessment process and forms with the staff during preschool.

Observation/Feedback/Improvement Process

Annual Contract

Throughout the year the administrator must complete at least two observations, with appropriate feedback, of all teachers who are on an **Annual Contract** or are experiencing performance difficulties. Prior to the observation a pre-conference should be scheduled between the administrator and the teacher and a Pre-Observation Conference form completed (see appraisal manual, Appendix C). The observations must each be at least one half-hour duration. The Data Collection Observation Tool should be used to collect information during the observation (see appraisal manual, Appendix D). The initial observation and post conference will serve as a process of identifying Teacher Professional Expectations to be developed as a part of the Individual Professional Development Plan (IPDP). The Individual Professional Development Plan (IPDP) should be a means of addressing expectations not met and incorporating strategies for professional growth.

The first observation must occur prior to the third week in October (or for first year teachers prior to the first 35th working day) and the second should occur in the spring prior to the final appraisal conference. The conference and feedback with the teacher must take place within ten (10) days of the observation. A post-conference form (see appraisal manual, Appendix E) should be completed.

Observation/Feedback/Improvement Process

Professional Service Contract or Continuing Contract

Teachers who are on **Professional Service Contract (PSC)** or **Continuing Contract (CC)** and are not experiencing performance difficulties must have **at least** one observation. Data collection during the observation will occur by using the district developed Data Collection Observation Tool (Appendix D). This process also applies to instructional personnel holding licensure, rather than a teaching certificate, if the employee has been employed by the district for at least three years and is not experiencing performance difficulties. The conference and feedback with the teacher must take place within ten (10) days of the observation. A post-conference form (see appraisal manual, Appendix E) should be completed. The Individual Professional Development Plan (IPDP) should be a means of addressing expectations not met and incorporating strategies for professional growth.

Informal Observation

Administrators will periodically conduct informal observations. Administrators have the responsibility and duty of holding employees accountable for district expectations.

Walk Throughs

Walk throughs provide administrators the opportunity to observe instructional patterns and encourage dialogue with teachers about teaching and learning. They raise the level of teacher awareness of exemplary teaching and learning practices. Walk through activity opens the door to coaching within the school. While administrators engage in walk throughs the message to staff should be clear regarding walk through purpose. Administrators must set the walk through purpose with the staff and view this activity as support and coaching and not evaluative. The Walk Through activity differs from classroom visitations that administrators engage in regularly.

Rating Expectations: Guidelines

Ratings of each expectation should indicate **Exceeds, Meets, In Progress, or Not Evident** for each of the 25 Teacher Professional Expectations. (see page 6).

The administrator is to check the space to indicate the appropriate rating of **Exceeds, Meets, In Progress, or Not Evident** next to each expectation.

Performance Appraisal: Looking at the 25 Expectations

The assessment is aligned to the Teacher Professional Expectations (Appendix A) that were placed in Board Policy the fall of 2001. The three standards and expectations make up the teacher assessment form. The teacher assessment form for appraisal (Appendix B) is a form that addresses expectations as **Exceeds, Meets, In Progress or Not Evident**. The form is to be used with all instructional personnel regardless of contract status: Annual Contract (AC); Professional Service Contract (PSC); or Continuing Contract (CC).

Teachers are rated on each of the expectations based on specific criteria that represent the Teacher Professional Expectations: specific indicators (see pages 8-12 for Expectations, Indicators) student achievement gains, and customer satisfaction data.

Rating Expectations: Looking at Indicators and Evidence Sources

Indicators are behaviors, processes, strategies, or specific actions that provide evidence for rating each expectation as *Not Evident, In Progress, Meets, or Exceeds*. Indicators can be verified four (4) ways through observation, probing questions (discussion), or artifacts (documents) (teacher supplied). **Portfolio documentation is not required.** The following outlines sources to determine the rating of each expectation:

Evidence: Sources

- 1. Observation:** The use of the data collection tool (Appendix D) will provide most observable documentation.
- 2. Probing Questions (discussion):** Conversation between the administrator and teacher will provide additional documentation. The probing questions (Appendix F) will assist with conversation dialogue.
- 3. Artifacts (documents):** Teacher supplied documentation required as outlined on p.13 will provide evidence for verification of expectations/indicators.
- 4. Data:** Student achievement data (evidence of growth) is **required**. May (if applicable) include discipline data, survey results, etc.

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Ratings for Expectations

Exceeds Expectation (E): Indicators that are not bolded but are listed (bulleted with arrows) may be indicators that support that an expectation can be considered **Exceeds**. This is not an inclusive list. Additional indicators that go beyond the bolded indicators and are demonstrated through observation, discussion, and/or documents will assist with identifying an expectation as **Exceeds**.

Meets Expectation (M): All of the bolded indicators are indicators that **must** be consistently evident if an expectation is to be identified as **Meets Expectation**. *It's important to note that there may be indicators that, due to the nature of the class, age, or other reasons will not apply. The administrator and teacher through discussion and collaboration will make the determination of whether an indicator is applicable to the teaching assignment.*

In Progress (I): **In Progress** category represents an effective rating for an expectation. The teacher should have one or more of the bolded indicators evident, but not all. The **In Progress** rating would indicate that an expectation is under development.

Not Evident (N): **Not Evident** category represents an ineffective rating for an expectation. The teacher has no evidence of any of the bolded indicators.

See section regarding *Expectations and Indicators*.

Please note: Due to similarities of indicators, the expectations have been clustered. Therefore, similar evidence (indicators) will support expectations clustered. Each expectation within a cluster should receive the same rating.

Overall Proficiency Ratings

The administrator is to also indicate the level at which the teacher is performing (overall) by placing a check in the space that corresponds to, **Level 1, Level 2, Level 3 or Level 4** (see Appendix B). For teachers who have three or more expectations Not Evident, the overall rating would be marked- **Does Not Meet Minimal Expectations for Level 1. This overall rating is considered to be unsatisfactory (ineffective).**

For the purpose of Florida State requirements for district performance appraisal, overall level proficiency ratings will be translated into **Unsatisfactory, Satisfactory, and Outstanding.**

- **Unsatisfactory (Ineffective) Ratings***

A rating that **Does Not Meet Minimum Expectations for Level 1** is considered to be an **Unsatisfactory (Ineffective)** appraisal. If a teacher were experiencing difficulties that indicate ratings below a Level 1, then the administrator would indicate by checking the overall proficiency Does Not Meet Minimal Expectations for Level 1. The administrator should contact the Office of Professional Standards regarding deficient teacher performance at the earliest indication and prior to final appraisal.

- **Satisfactory (Effective) Ratings**

A rating of **Level 1 or 2** (overall) is considered a **Satisfactory (Effective)** appraisal.

- **Outstanding**

A rating of **Level 3 or 4** (overall) is considered an **Outstanding** appraisal.

***Expectation of Improvement and Growth**

The appraisal process promotes growth for each teacher. Teachers who do not move forward and **do not Meet all expectations within a three year period** are considered to be **Unsatisfactory (Ineffective)**. It is important for the administrator to outline specific growth and improvement strategies in the **Individual Professional Development Plan (IPDP)**. *The administrator should contact the Office of Professional Standards regarding a teacher's insufficient growth at the earliest indication of performance issues.*

Growth and improvement for **Level 1 and Level 2** proficiencies moves the teacher forward to achieve **all expectations**. *Teachers who have not met expectations should have those expectations reflected in their IPDP.* It is acceptable for teachers to be performing at a Level 2 Proficiency and have achieved all expectations. Those at Level 2 Proficiency who have completed all expectations, but are not considered Level 3 Proficiency will have growth strategies outlined in their IPDP. **Not all teachers will move to the Outstanding** category of Proficiency Levels 3 or 4. Growth and improvement at Level 3 Proficiency is in the form of improvement strategies and processes as outlined in the IPDP. Level 4 Proficiency reflects refinement and utilizing results for benchmark purposes. Specific growth strategies for refinement of a Level 4 Proficiency will be outlined in the IPDP. It is important to remember that all teachers should have an IPDP, regardless of Levels of Proficiency demonstrated (see p. 14 for IPDP information).

Rating the Overall Proficiency Level

Levels of Proficiency

Standards are assessed by looking at levels of proficiency **overall**. Levels 1-4 outline specific expectations and indicate the level at which a teacher is performing. Levels are outlined in graduated performance and proficiencies.

The **overall rating** of proficiency is described as Level 4, Level 3, Level 2, Level 1, or Below Level 1. The overall level of proficiency is determined by the ratings and number of ratings for the 25 expectations. The following chart will assist with the determination of the overall proficiency level:

Proficiency Level Rating Chart

OVERALL RATING

Level of Proficiency	Expectation Ratings
Level 4	<i>Exceeds 13 or more of the 25 expectations and Meets all of the remaining expectations.</i>
Level 3	<i>Exceeds 1-12 of the 25 expectations and Meets all but one of the remaining expectations. Level 3 proficiency may include one (1) expectation In Progress.</i>
Level 2	<i>Meets 13 or more of the 25 expectations. The remaining expectations are rated as In Progress. A combination of expectations rated Exceeds, Meets, and In Progress may exist.</i>
Level 1	<i>Meets less than 13 of the 25 expectations. The remaining expectations are rated In Progress or may have one, two, or three expectations rated as Not Evident.</i>
Below Level 1	<i>Three (3) or more of the 25 expectations rated as Not Evident.</i>

Teacher Professional Expectations and Indicators Highest Student Achievement: Standard 1

Please note: Due to similarities of indicators, the expectations have been clustered. Therefore, similar evidence (indicators) will support expectations clustered. Each expectation within a cluster should receive the same rating.

1.1 Understands central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and makes the subject matter meaningful to students.

- Follows district’s curriculum calendar or provides unit, semester outlines/timelines for long term planning.
- Provides clear goals and objectives for lessons
- Completes lesson plans aligned to standards and needs of students
- Structures lessons and activities in a logical sequence
- Provides clear, effective presentations of subject matter
- Connects content to real world
- Involves students in meaningful conversation that encourages them to see, question, and interpret ideas from diverse perspectives
- Uses a variety of questioning techniques (closed, open, high, low – academic/procedural)
- Models inquiry through teacher talk and think aloud
- Engages in collegial conversation about the subject matter and students’ learning of the discipline
- Acts as a reflective practitioner who continually evaluates the effects of his/her choices and actions on others
 - Creates learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas
 - Develops curricula that encourages students to see, question, and interpret ideas from diverse perspectives
 - Develops teacher made assessments
 - Maintains student portfolios, student projects, etc.

- 1.2 Understands how children learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- 1.4 Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
- **Assesses student performance and the cognitive, social, emotional and physical factors that influence learning when making instructional decisions**
 - **Develops & maintains differentiated student plans that reflect each student's needs, stage of development, learning style, strength, area of exceptionality**
 - **Provides appropriate accommodations**
 - **Utilizes students' prior knowledge to construct learning**
 - **Uses strategies that promote student inquiry, conversation and reflection**
 - **Uses strategies that promote critical, creative and evaluative thinking**
 - **Uses a variety of questioning techniques (closed, open, high, low – academic/procedural)**
 - **Uses a variety of materials**
 - **Uses visual, auditory, tactile, and kinesethic cues**
 - Participates in action research
 - Mentors and coaches others
- 1.3 Develops a culture of openness, fairness, mutual respect, support, and inquiry.
- 2.1 Develops a climate and culture of openness, fairness, mutual respect
- **Follows Pinellas County School Board Policy and school procedures**
 - **Demonstrates cultural competence**
 - **Maintains a cooperative, caring learning climate**
 - **Encourages open discussion in a risk-free environment**
 - **Demonstrates and communicates a belief system that all children can learn**
 - **Demonstrates respect for students as individuals**
 - **Integrates cooperative group structures**
 - **Provides students with positive feedback and encouragement**
 - **Uses staff personnel services (guidance counselor, specialists, social worker...) when appropriate**
 - **Works with students to establish class values**
 - **Models shared values**
 - **Fosters respect and enthusiasm for learning**
 - **Promotes open dialogue and collaboration that is mutually respectful**
 - Has positive *survey data** and uses the results to improve the learning climate
 - Facilitates class meetings
- 1.5 Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.
- 1.6 Utilizes student information systems to plan instruction and ensure that every student masters essential knowledge and skills as outlined in the Sunshine State Standards (SSS) and Pinellas County Schools Student Expectations (PCSSE).
- 3.4 Systematically obtains information and analyzes classroom results.
- **Analyzes and uses information from student achievement data, formal and informal assessment, SIP, etc. for planning and instruction**
 - **Analyzes and uses pre/post test information for planning and instruction**
 - **Implements strategies as outlined in IEP, AIP, 504, ESOL, SSSSD (Sunshine State Standards for Special Diploma)**
 - **Plans for and re-teaches when necessary**
 - **Provides student achievement data that reflects growth and improvement**
 - **Uses information from assessments and SIP (School Improvement Plan) to drive planning and instruction**
 - **Keeps accurate records**
 - Uses student portfolios, student projects, compliance folders, journals, etc.
 - Encourages student use of data
 - Uses comparison data to assess the rate of improvement

- 1.7 Engages every student in relevant age or grade-level appropriate learning experiences that promote his/her performance.
- **Selects materials that meet students' needs**
 - **Actively engages every student in learning experiences and activities that are based upon *principles of effective instruction* (activates student's prior knowledge, anticipates preconceptions, encourage exploration, problem-solving, & scaffolds learning)**
 - **Maintains a high rate of student engagement**
- Maintains student portfolios, student projects, etc.
- 1.8 Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- 2.4 Demonstrates respect for students, colleagues, administrators, and parents.
- 2.6 Works effectively with schools colleagues, parents, and the community to support students' learning and well being
- **Builds and maintains professional relationships**
 - **Promotes positive communication and collaboration**
 - **Involves parents in students' education (ex. Notes, conferences, newsletters, progress reports, phone calls, planner, Back to School Night, email, web pages, etc.)**
 - **Responds promptly and appropriately to parent concerns**
 - **Actively participates on school committees/teams**
 - **Attends school meetings**
 - **Demonstrates cultural competence**
 - **Establishes and maintains respectful and productive professional relationships**
 - **Uses appropriate judgment and maintains professional ethics**
- Responds to parent survey results
- Demonstrates growth on *survey results** (parents/ students, pre/post, receiving level teachers)
- Participates in parent information sessions (workshops) beyond required duty
- Coaches or mentors others
- Assists with orientation of new personnel and/or volunteers
- Extends classroom duties into the community (drama, chorus, band, service organizations, etc.)
- 1.9 Seeks resources necessary to achieve classroom and school goals.
- **Uses supplies, materials, and equipment to support goals and needs of students**
 - **Uses staff personnel services (guidance counselor, technology specialist, social worker, etc.)**
- Utilizes community volunteers
- Seeks grant opportunities
- Provides training for volunteers
- 1.10 Uses classroom processes that support effective teaching and learning to promote highest student achievement.
- 3.6 Develops and manages instructional and operational processes with the students to create a high Performing classroom learning system.
- **Uses PDSA (plan, do, study, act) for improvement**
 - **Implements procedural tasks to ensure student safety and optimize instructional time**
 - **Creates a physical classroom that supports student achievement**
 - **Involves students (when appropriate) in determining and developing processes**
 - **Uses instructional best practices**
- 1.11 Uses appropriate technology in teaching and learning processes.
- **Uses technology as a tool for communication**
 - **Uses technology to collect, analyze, and communicate data**
 - **Uses technology to support and enhance presentation of subject matter**
 - **Uses technology to access information**
 - **Uses technology for record-keeping**
 - **Integrates technology in teaching and learning**
- Trains others in the use of technology
- Designs programs or web pages

Safe Learning Environment: Standard 2

2.1 (clustered with 1.3)

2.2 Establishes and maintains a safe and secure classroom environment.

- Follows Pinellas County School Board Policy and school guidelines when generating discipline referrals
- Communicates clear behavior expectations
- Understands and follows school emergency plan
- Develops and implements a classroom management plan
- Maintains a safe, efficient physical arrangement
- Follows schedules and duties (on time)
- Provides orientation for new students in the classroom
- Analyzes discipline data (when necessary) to affect positive change
- Educates students to use thinking strategies to avoid & resolve conflict
- Maintains positive trends *survey results**

2.3 Manages student misconduct promptly and resolves conflict and crises effectively.

- Follows Pinellas County School Board policy and school procedures
- Actively and consistently models, monitors, and enforces student behavior expectations (Code of Conduct)
- Utilizes strategies that encourage students to have self-discipline & take personal responsibility
- Follows through with a behavior improvement plan
- Maintains timely, effective parent communication
- Uses staff personnel services (guidance counselor, technology specialist, social worker, etc.)
- Utilizes peer mediation
- Maintains positive trends *survey results*

2.4 (clustered with 1.8)

2.5 Models and reinforces self-discipline and responsibility.

- Adheres to Pinellas County School Board policy and school procedures
- Adheres to school schedules and deadlines
- Completes duties assigned to teacher
- Demonstrates punctuality (meetings, conferences, paperwork deadlines, and work day schedules)
- Maintains professional appearance and demeanor
- Meets employee attendance guidelines
- Participates and implements SIP (School Improvement Plan) and IPDP (Individual Professional Development Plan) activities
- Organizes time and resources
- Maintains perfect attendance
- Actively participates in more than one committee
- Assume leadership roles

2.6 (clustered with 1.8)

2.7 Promotes independent and collaborative work ethic.

- Models and monitors (with students class work and behavior expectations that support class goals and values
- Provides independent and collaborative (cooperative) learning opportunities for students
- Models and monitors class work and behavior expectations with students that support class goals and values
- Educates students to self-monitor progress
- Uses peer mentoring and peer coaching for students

Effective and Efficient Operation: Standard 3

- 3.1 Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the SIP and guide classroom decisions and uses data for continual improvement.
- Establishes and communicates a vision for learning
 - Communicates clear expectations for all stakeholders
 - Facilitates the development and the use of an aligned, improved classroom mission with students
 - Communicates, reviews, and displays progress regularly
 - Uses the PDSA cycle to improve classroom systems
 - Participates in the development and implementation of the School Improvement Plan
 - Involves, shares, and seeks input from other stakeholders
 - Participates in the development of the School Improvement Plan
- 3.2 Develops and implements a strategic planning system.
- Uses state, district and school expectations/ goals to plan
 - Provides appropriate assessments to measure progress toward goals
 - Allocates time and selects materials according to data and student needs
 - Sets class goals that are aligned to expectations, the next grade level/course, and support the School Improvement Plan
 - Uses the PDSA cycle to improve the strategic planning system
 - Leads students (when appropriate) to write class and personal action plans to address achievement gaps
 - Uses comparison data to align improvement efforts
- 3.3 Understands customer expectations of the state, district, school, and next grade level and maintains positive customer relations and follows Board Policy.
- Plans and makes instructional decisions based upon customer expectations
 - Aligns classroom aim to district and school goals
 - Uses customer satisfaction feedback to plan for instruction and improvement
- 3.4 (clustered with 1.5)
- 3.5 Develops and manages human resources within the classroom.
- Seeks information regarding student involvement, well being, and satisfaction
 - Involves students (when appropriate) in developing operational processes
 - Orients new students to school and classroom culture and processes
 - Provides needed student training to manage and improve operational and instructional processes
 - Surveys students' regarding their safety, well being and satisfaction within the classroom
 - Has a system in place to recognize, honor and celebrate student and class achievement towards school and class goals
- 3.6 (clustered with 1.10)
- 3.7 Demonstrates positive classroom results and trends.
- Demonstrates growth in student performance (has evidence of improved performance)
 - The levels of student performance, safety, and involvement are improving commensurate with school and class goals
 - Uses comparison data to monitor, track and interpret results to show improvement over time
 - Communicates improvement results
 - Uses portfolios or data folders to record results
 - The levels of customer satisfaction are improving

* Positive results = growth and improvement

*Best Practices/Instructional Strategies- see p. 16

* The survey must have questions that relate to the expectation

Documentation/Student Achievement Data and Results

A state requirement of teacher appraisal includes student performance and learning gains of the students in each teacher’s class. Teacher-made pre and post tests, district-developed assessments, grades and other sources will be used when determining student gains. Examples of **student achievement data sources** will include:

- FCAT
- District informal assessments
- Grades
- Curriculum developed assessments
- Teacher-made tests
- Pre and Post tests
- IEP Goals (progress)
- Other data sources of student achievement

Safe Learning Environment Data Sources:

- Student Responsibility (behavior/discipline/transition) Data
- Attendance

Customer Satisfaction Data Sources

- Student (involvement & satisfaction)
- Parent
- Next level/course instructor

Teacher Supplied Documentation

As with all evidence, documentation should demonstrate **consistent implementation**. **Portfolio documentation is not required. Teachers do need to bring specific documentation to the appraisal conference.** Evidence from documents listed below will assist in demonstrating Meeting Expectations. It is the teacher’s responsibility to provide, at minimum, the following documentation in an organized format (file folders, accordion files, computer generated, notebook, etc):

- Lesson plans
- Timelines/Goals
- Samples of student work
- Student achievement results (see *Student Achievement Data Sources* above)
- Grade book or grade records
- Samples of parent communication
- Class management plan
- IPDP
- Mission (class)- for discussion
- Discipline data (if applicable)

Documentation of Exceeding Expectations

Documentation of expectations considered Exceeding are best demonstrated with organized evidence such as a portfolio format. While a portfolio is not necessary to determine an exceeding rating, the organization of a portfolio and supporting data will assist with the determination. Expectations marked Exceeds indicate an application level of understanding and practice.

Grievance Process

A teacher may appeal a problem evaluation to the Area Superintendent, only after trying to resolve the disputed ratings with the appropriate administrator. A problem evaluation is one that has been rated **Does Not Meet Minimum Expectations for Level 1 (deemed Unsatisfactory)**. A problem evaluation also includes ratings in which a teacher has **not met teacher professional expectations** over a three-year period.

Individual Professional Development Plan

The Individual Professional Development Plan (IPDP) is a growth and improvement plan required by the state that is completed with each teacher. The IPDP should be specific to expectations not yet met and to growth activities for each teacher. Training and learning opportunities should be outlined within the IPDP. Questions regarding IPDP's should be directed to the Professional Development Department, as there are state guidelines that outline the purpose and responsibilities of the IPDP.

Training aligned to the Teacher Professional Expectations can be found on the Professional Development LMS site. Training is outlined as a means of support for growth and development of the Teacher Professional Expectations.

District Support

Professional Development & Improvement Network (PDIN)

PDIN is a program designed to provide additional assistance to facilitate growth and development of teachers who could benefit from short-term support. The program provides support by assigning a mentor, providing training, classroom modeling, and assistance to the teacher. Teachers can self-refer to the program or be referred by their administrator. PDIN is a confidential program designed to provide assistance and support through the use of a “data curtain”. The data curtain keeps information between the teacher and mentor confidential and helps to build trust. Decisions regarding teacher appraisal, continuation of contract, and other personnel decisions are the responsibility of the administrator and separate from PDIN.



This program is not designed to assist teachers who are experiencing severe issues or ethical problems that are handled by the Office of Professional Standards. For more information regarding PDIN, call 588-6368.

Process Survey for Appraisal

Each spring the district conducts a survey to assess the effectiveness of the appraisal process. The survey complies with the legislative requirements:

1012.34, F.S. The superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator’s performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator’s assessment, when appropriate.

The survey results will be distributed to the principal and area superintendent in the fall following the spring survey.

Parent Input Process

Florida statutory requires the district to “...give parents an opportunity to provide input into employee performance assessment when appropriate.” Administrators receive feedback from SAC, PTA, and individual parents all year, but a mechanism must be provided which allows parents a standard process or form to utilize for that purpose. That form is included in this manual as Appendix H. The form, or one developed and approved by administrators and staff at a school or worksite, must be made available to parents. If your school has already developed such a form, a copy must be sent to the Personnel Office to be kept on file. The simplest way to meet the statutory requirement is to advise parents that the form is available in the front office and must be returned to an administrator when it is completed. The administrator then needs to make a copy available to the teacher. Any input from the parent must be signed, or it may not be given consideration. The administrator decides how much weight is given to the parent input form. Florida Statutes do not dictate the weight but simply indicate a mechanism must be provided for parents to give “input “when appropriate”. Hopefully, that input will be positive, but it may not be. Any administrator receiving input, which indicates a serious professional or ethical problem, should contact the Office of Professional Standards for advice regarding the situation. Parent input forms need only be kept on file for one year and then may be discarded.

Mechanism for State Required Changes

District performance appraisal system changes required by state statutes will be implemented as outlined in the statutes. The district accepts and recognizes that state statutory requirements supersede local board policies and collective bargaining provisions. Implementation of the change will meet the time frame outlined by the state. Notice of the changes will be sent to each site.

Instructional Strategies/Best Practices

Instructional strategies (as defined by the state) below are grouped according to their general purpose. These examples are intended to be an overview of *Best Practices* and not an inclusive list:

Cooperative Learning

Think, Pair, Share
Corners
Jigsawing
Debate

Expression & Discourse

Language Experience
Approach
Free Writing

Reflection & Clarification

KWL
Learning Log
Dialogue Journals
Reflective Thinking
Read & Retell

Problem Solving

Brainstorming
Predict, Observe, Explain
Problem Solving
The Learning Cycle
Laboratory Investigation

Graphic Organizers

Webbing
Concept Mapping
Flow Chart
Venn Diagram
Concept Diagram

Language Development

Password/Language Ladders
Interactive Language Tasks
Continuums
Total Physical Response
Natural Approach

Authentic Learning

Experiences

Field Experience
Interviews
Mini-Museums
Cultural Presentations
Projects
Literature, History, Storytelling

Concrete to Abstract

Thinking

Sequence of Activities
Models
Use of Manipulatives

Skill Acquisition and

Reinforcement

Cloze
Drill & Practice

Appendix

Pinellas County Schools

Teacher Professional Expectations

A

Standard 1 **Highest Student** **Achievement Standard**

The teacher is an educational leader who understands and demonstrates the use of the Curriculum, Instruction, Assessment, and Improvement (CIAI) model to maximize educational achievement for all students.

Teacher Expectations for Highest Student Achievement

- 1.1 Understands central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and makes the subject matter meaningful to students.
- 1.2 Understands how children learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- 1.3 Develops a culture of openness, fairness, mutual respect, support, and inquiry.
- 1.4 Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
- 1.5 Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.
- 1.6 Utilizes student information systems to plan instruction and ensure that every student masters essential knowledge and skills as outlined in the Sunshine State Standards (SSS) and Pinellas County Schools Student Expectations (PCSSE).
- 1.7 Engages every student in relevant age or grade-level appropriate learning experiences that promote his/her performance.
- 1.8 Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- 1.9 Seeks resources necessary to achieve classroom and school goals.
- 1.10 Uses classroom processes that support effective teaching and learning to promote high student achievement.
- 1.11 Uses appropriate technology in teaching and learning processes.

Standard 2 **Safe Learning Environment**

The teacher is an educational leader who works collaboratively to ensure a working and a learning climate for all students that is safe, secure, and respectful of diversity.

Teacher Expectations for Safe Learning Environment

- 2.1 Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- 2.2 Establishes and maintains a safe and secure classroom environment.
- 2.3 Manages student misconduct promptly and resolves conflict and crises effectively.
- 2.4 Demonstrates respect for students, colleagues, administrators, and parents.
- 2.5 Models and reinforces self-discipline and responsibility.
- 2.6 Works effectively with school colleagues, parents, and the community to support students' learning and well being.
- 2.7 Promotes independent and collaborative work ethic.

Standard 3

Effective and Efficient Operations Standard

The teacher is an educational leader who uses a Baldrige based system to effectively and efficiently organize and manage the classroom to maximize highest student achievement.

Teacher Expectations for Effective and Efficient Operation

- 3.1 Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the SIP and guide classroom decisions, and uses data for continual improvement.
- 3.2 Develops and implements a strategic planning system.
- 3.3 Understands customer expectations of the state, district, school, and next grade level and maintains positive customer relations- follows Board Policy.
- 3.4 Systematically obtains information and analyzes classroom results.
- 3.5 Develops and manages human resources within the classroom.
- 3.6 Develops and manages instructional and operational processes with the students to create a high performing classroom learning system.
- 3.7 Demonstrates positive classroom results and trends.

School/Site
Subject/Grade

Cost Center
Teacher
Social Security Number
Date

PINELLAS COUNTY SCHOOLS
TEACHER PERFORMANCE APPRAISAL

E = Exceeds Expectation
M = Meets Expectation
I = Expectation In Progress
N = Expectation Not Evident

E	M	I	N	Comments
				1.1 Understands central concepts, tools of inquiry, and structure of the discipline(s) he/she teaches and makes the subject matter meaningful to students.
				1.2 Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
				1.4 Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
				1.3 Develops a culture of openness, fairness, mutual respect, support and inquiry.
				2.1 Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
				1.5 Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.
				1.6 Utilizes student information systems to plan instructions and ensure that every student masters essential knowledge and skills as outlined in the Sunshine State Standards (SSS) and Pinellas County Schools Student Expectations (PCSSE).
				3.4 Systematically obtains information and analyzes classroom results.
				1.7 Engages every student in relevant age or grade-level appropriate experiences that promote his/her performance.
				1.8 Listens and interacts effectively with students, parents, and community members, respecting diverse perspectives.
				2.4 Demonstrates respect for student, colleagues, and community.
				2.6 Works effectively with school colleagues, parents, and community members to support students' learning and well-being.
				1.9 Seeks resources necessary to promote high student achievement.
				1.10 Uses classroom processes and learning to promote high student achievement.
				3.6 Develops and manages instructional processes with students to create a high performing classroom learning system.
				1.11 Uses appropriate technology in teaching and learning processes.
				2.2 Establishes and maintains a safe and secure classroom environment.
				2.3 Manages student misconduct promptly and resolves conflict, and crisis effectively.
				2.5 Models and reinforces self-discipline and responsibility.
				2.7 Promotes independent and collaborative work ethic.
				3.1 Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the School Improvement Plan (SIP) and guide classroom decisions and uses data for continual improvement.
				3.2 Develops and implements a strategic planning system.
				3.3 Understands customer expectations of the state, district, school, and next grade level and maintains positive customer relations-follows Board Policy.
				3.5 Develops and manages human resources within the classroom.
				3.7 Demonstrates positive classroom results and trends.
				Student Achievement Data Sources _____
				Observation Date(s) Conference Date(s)
				See PDP for Professional Growth activities.

SAMPLE

Proficiency Level: 4 ___ 3 ___ 2 ___ 1 ___ Does Not Meet Minimum Expectations for Level 1
 * Teacher Signature _____ Administrator (print) _____ Administrator Signature _____
 * Signature indicates only that teacher has received copy of this form and does not indicate agreement with the ratings. PCS Form 3-2860
 Pink - Teacher Category 0
 Yellow - School
 White - Personnel

PINELLAS COUNTY SCHOOLS
PRE-OBSERVATION CONFERENCE FORM

Teacher _____ School/Site _____

Subject/Grade _____ Date of Conference _____

Administrator _____

This form is to be used during the conference held prior to the planned classroom visitation. Its purpose is to enhance and clarify the understanding of both the teacher and administrator of what will be observed during the visitation.

Directions: This form should be completed by the teacher for the observation time scheduled. Please give this form to the administrator prior to the conference.

Content to be taught:

List the Grade Level/Course Expectations (GLE's) aligned with the lesson presented during instruction.

Describe the method(s) you will use to evaluate that student learning has taken place.

Identification of materials: List the materials that you and your students will use during the lesson.

Identification and Sequencing of Activities

List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur in the lesson.

What preceded this lesson?

What will follow the lesson?

cc: Teacher

Sample Conference Questions

The following are the type of questions which will be covered during the pre-observation conference. It may be helpful for you to reflect on your process or answers in advance.

1. What do you plan to teach in this period or time of instruction?
2. Why are you teaching this content?
3. How is the content aligned to standards or needs of students?
4. How did you determine that students were ready for this lesson?
5. How did you decide how much content would be taught?
6. Why were the materials selected?
7. What teaching and learning strategies will you use during the lesson?
8. How will you determine students have learned?
9. How will the class be organized?
10. What is the sequence of activities to be used in this lesson?
11. What strategies do you have to assist with students who struggle?
12. How does the evaluation of this lesson fit into the overall evaluation of student progress?
13. What process(es) do you have in place to improve the lesson and learning?

Data Collection Observation Tool

Teacher _____ Date _____ Time _____

Grade/Subject _____ School _____

INSTRUCTION	
Lesson Presentation (alignment to PCSSE)	<input type="checkbox"/> Clear Goals <input type="checkbox"/> Logical Sequence <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Clear Presentation
Materials	<input type="checkbox"/> Materials provided <input type="checkbox"/> Variety of materials <input type="checkbox"/> Appropriate materials
Teacher Talk	<input type="checkbox"/> Assesses Prior Knowledge <input type="checkbox"/> Captures key ideas <input type="checkbox"/> Scaffolds learning <input type="checkbox"/> Maintains momentum <input type="checkbox"/> Focuses students <input type="checkbox"/> Connects to real world
Teaching strategies	<input type="checkbox"/> Modalities <input type="checkbox"/> Cooperative structures <input type="checkbox"/> Facilitates opportunities for students to discover and problem solve <input type="checkbox"/> Accommodations
Communication	<input type="checkbox"/> Encouraging dialogue <input type="checkbox"/> Meaningful conversation <input type="checkbox"/> Open discussion <input type="checkbox"/> Verbal clues that learning is valued (emphasis, enthusiasm)
Level of questioning	<input type="checkbox"/> Open-ended <input type="checkbox"/> Closed-ended <input type="checkbox"/> High level <input type="checkbox"/> Low level <input type="checkbox"/> Academic <input type="checkbox"/> Procedural
Engagement of Students (during lesson/activities)	<input type="checkbox"/> Active participation <input type="checkbox"/> Students connected to learning
Technology	<input type="checkbox"/> Used to enhance presentation <input type="checkbox"/> Student use
Assessment of student understanding	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
CULTURE/CLIMATE	
Safe Environment	<input type="checkbox"/> Student expectations clarified <input type="checkbox"/> Monitored <input type="checkbox"/> Reinforced
Physical Arrangement	<input type="checkbox"/> Safe, orderly <input type="checkbox"/> Designed for Learning
Climate of Classroom	<input type="checkbox"/> Encourages self-discipline/student responsibility <input type="checkbox"/> Support & Encouragement <input type="checkbox"/> Care/concern for students

COMMENTS: _____

 Teacher Signature

 Administrator Signature

PINELLAS COUNTY SCHOOLS
POST-OBSERVATION CONFERENCE FORM

Teacher _____ Conference Date _____

School/Site _____ Observation Date _____

Topics Discussed:

Recommendations Made:

Individual Professional Development Plan (IPDP)- See IPDP for success and growth strategies.

Comments:

Teacher Signature _____

Administrator Signature _____

cc: Teacher
PCS Form 3-3013
Review Date 7/06

Category O

Teacher Performance Appraisal

Teacher Supplied Documentation

Probing Questions: Discussion

F

It is the teacher's responsibility to provide **the following documentation in an organized format** (*file folders, accordion files, computer generated, notebook, etc.*)

(See p. 13 of Teacher Appraisal Manual)

- Lesson Plans
- Timelines/Goals
- Student Achievement Results
- Samples of Student Work
- Grade Book or Grade Records
- Samples of Parent Communication
- Class Management Plan
- IPDP
- Mission (class)
- Discipline Data (if applicable)

It may be appropriate, as an administrator, to use probing questions to help determine the how the documentation listed above is being used or to clarify the level of effectiveness.

Below are some **sample questions** that might be useful:

- Leadership
 - ❖ Share how you have used an improvement cycle to affect student learning?
 - ❖ How do you orient new students to your classroom?
 - ❖ How do you develop a class mission (or purpose) with students?

- Lesson Plans
 - ❖ Where are essential learnings noted in the planning?
 - ❖ What are the goals/objectives for lessons?
 - ❖ How do you select materials?
 - ❖ How do you plan for differentiated instruction?
 - ❖ How do you plan for assessment?
 - ❖ How are individual needs being met?
 - ❖ How do you plan for assignment accommodations, learning styles, modalities?

- Timelines/Goals
 - ❖ How do the timelines align to district recommendations?
 - ❖ How do the timelines meet the needs of students?

- **Student Achievement Results**
 - ❖ Do the results demonstrate growth for each student?
 - ❖ What data source(s) are being reviewed? (see p.13 in manual)
 - ❖ How are you using the results?

- Samples of Student Work
 - ❖ Look at level of work
 - ❖ Review for standards alignment
 - ❖ Does it meet the needs of the child

- Grade Book or Grade Records
 - ❖ What grading do you record?
 - ❖ How do you communicate progress with students? Parents?

- Samples of Parent Communication
 - ❖ How do you communicate with parents?
 - ❖ When do you communicate with parents?
 - ❖ Do you have a mechanism in place for parent or student input/feedback?

- Class Management Plan
 - ❖ Review class management plan
 - ❖ How do you communicate plan to students, parents?
 - ❖ How do you know the plan is working effectively?
 - ❖ How do you meet individual needs of students?

- IPDP
 - ❖ Review IPDP to look for growth- recognize growth
 - ❖ Target specific expectation for growth during appraisal for new IPDP

- Mission
 - ❖ What is the class mission?
 - ❖ How was it developed?
 - ❖ How was (is) it used throughout the year?

- Discipline Data
 - ❖ What data was collected?
 - ❖ How is the information used? Communicated?
 - ❖ What changes, if any, have occurred from reviewing and acting on the data?