

Instructional Personnel Performance Appraisal System



Through collaboration, a distinguished path begins with you ...



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Revised June 2014



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Philosophy

The School Board of Brevard County expects that Brevard teachers meet or exceed the Florida Educator Accomplished Practices. Our teachers will model life-long learning and the principles of continuous improvement. We are committed to educational excellence and recognize that the optimal way to accomplish this goal is through quality instructional performance. We have a commitment to high standards and a professional teaching culture marked by shared purpose, collegiality, innovative spirit, and continual learning. An instrument that measures quality instructional performance is essential for promoting high student achievement and increased instructional improvement. Support will be provided through classroom observations that focus on areas of the Florida Educator Accomplished Practices. This will allow opportunities for teachers to receive feedback from the supervisors as a facilitator of the teachers reflection of their classroom practices and support their efforts to enhance teaching and learning in their classrooms. The measurement of instructional performance through reliable and valid processes that promote improvement is likewise considered essential. The process of employee performance appraisal is considered developmental and collegial in nature and is supported by research-based procedures. On-going productive and collaborative dialogue is critical to the development of year-long, planned activities designed to promote individual professional growth. Such activities foster a relentless pursuit of teaching methodologies that enhance student engagement, critical thinking, self-efficacy, and teacher effectiveness. These procedures will be designed so as to support the concept that an effective employee performance appraisal is non-threatening, developmental, fair, equitable, legally-sound and places great value on the input from observations and teacher reflections. In developing this philosophy, it is recognized that an employee performance appraisal is an ongoing process.

The developmental nature of this performance appraisal system is to be continually emphasized so that a productive dialogue can develop which promotes the concept of the system and individual growth. The key to making this system work as designed is on-going communication at all levels throughout the school year.

In addition, the School Board of Brevard County recognizes that an effective appraisal system must assist individuals in identifying and reaching their individual goals and aspirations through goal setting and feedback components. These elements of the appraisal process support the continuing growth of high morale and highly effective instruction that promotes student achievement.





Purpose

Consistent with the philosophy statement, the Brevard Instructional Personnel *Performance Appraisal System* includes the following purposes:

- To influence and enhance student achievement through improved instruction
- To promote professional growth through a developmental, collaborative process
- To provide information for use in annually making contract renewal decisions
- To influence decisions regarding changes in assignment, transfers, and/or promotions
- To encourage career growth and development through goal development
- To promote collegiality in collaborative discussions regarding effective professional development





Performance Appraisal System Procedures

This section is intended to provide an overall description of the Instructional Personnel Performance System procedures. These procedures are designed to incorporate and comply with provisions of Florida Statute 1012.34 - Assessment procedures and criteria. These procedures follow:

ORIENTATION

Each year, all instructional personnel shall be fully apprised of the School Board of Brevard County's formal Instructional Personnel Performance Appraisal procedures. This orientation will be scheduled during pre-planning and will be documented pursuant to file copies of each building pre-planning calendar of activities. During the initial orientation, all instructional personnel will be given directions to the assessment instrument, data collection forms, and supporting procedures on the district web-site. Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

OBSERVATIONS

The past practice in Brevard has been the supervisor evaluating the quality of a teacher's performance based on observing the teacher delivering a lesson and then the supervisor makes a judgment on the quality of teaching and writes a summative evaluation. The new classroom observation model will require reflective practice on the part of the teacher to take on his/her professional growth. The supervisor becomes a facilitator of the teacher's reflection. The teacher will provide relevant, objective data to support the teacher in making decisions about their teaching. It is expected that there will be times when a supervisor will have to be more directive in helping teachers improve their practice. When there may be a need for a specific instructional methodology, strategy, or the skill level of the teacher is developing and more support is necessary, it is still expected that the supervisor will encourage the development of the teacher's reflective practice to improve his/her instructional practices.

Our new classroom observation process is built upon reflective practice. New teachers will need the opportunity to build their skill levels and expand their experiences to fully realize the professional growth model. These teachers will participate in a minimum of two observation cycles during the year.

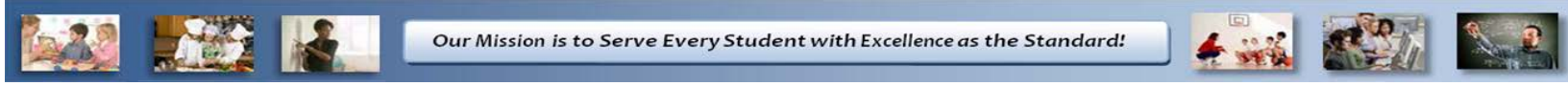
The supervisors are encouraged to allow for several different observers; the observations can be conducted singularly, or in combination by a school administrator(s), district level certificated personnel, peer teachers, resource teachers, teacher leaders, or other qualified persons. All observers will be trained in how to facilitate the observation process. The focus of professional growth must be consistent; therefore, communication must occur between all observers working with the teacher so that the teacher does not receive conflicting messages.

The main goal of all supervisors in this process is to provide support to teachers and help them improve and grow professionally. The evaluation forms, in conjunction, with the planning forms and action plan reports should document what has been done to support the teacher. Consult your Supervisor and Human Resources when efforts to encourage and support improvement are not resulting in desired improved performance for the teacher.

Evidence documenting teacher's work with students may include video-taped lessons, examples of lesson plans, learning goals and classroom activities, class and homework assignments, accommodations for special needs students, and English language learners, analysis of student learning products, 2-way home-school communication.

Evidence documenting fulfillment of professional responsibilities includes artifacts on school improvement goals, expansion of subject area knowledge and skills, knowledge and implementation of 21st century skills. Collegial collaboration evidence may include confirming work with colleagues, work on RTI teams, PLCs, facilitating groups, District or school teams.

Each year BPS will annually report to the parent of any student who is assigned to a classroom teacher or school administrator having two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a three year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.





New Teachers (0-3 years) or Teachers from out of state/county that have been transferred to BPS

These teachers must participate in a minimum of four observations; two by an administrator and two by peers during the year, to include two annual evaluations by the administrator. They will participate in three conferences, one should be a planning conference completed no later than September 15. The second may be anytime between the planning conference and the final evaluation. The purpose of the second conference is to discuss the PGP, detailed in the planning conference.



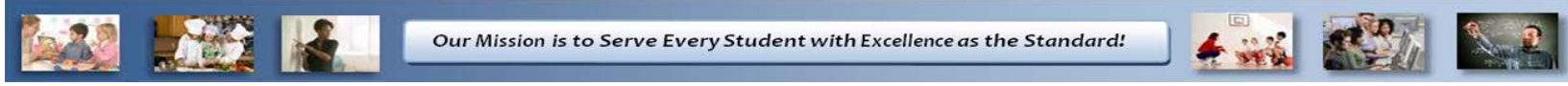


Teachers with four or more years of teaching experience for Brevard Public Schools (BPS)

It is expected that these teachers meet or exceed the standards set forth in Florida Educator Accomplished Practices (FEAP). Our observation process for continuous improvement is to encourage teachers to further examine their teaching practice. Teachers will be encouraged to research new and innovative strategies and include them in their teaching practices.

These teachers are provided opportunity to explore and reflect on their practice and will participate in no less than one annual observation. Teachers are encouraged to incorporate new and innovative strategies and move outside their “comfort-zone”. These teachers who meet or exceed the expectations of the FEAP are focused on professional growth beyond competence.

These teachers will participate in three conferences for professional growth within the yearly cycle. The first conference is for the purpose of developing the Professional Growth Plan (PGP), to be held no later than September 15. The second may be anytime between the planning conference and the final evaluation. The purpose of the second is discussing and recording the teacher’s progress toward the Teacher’s PGP.

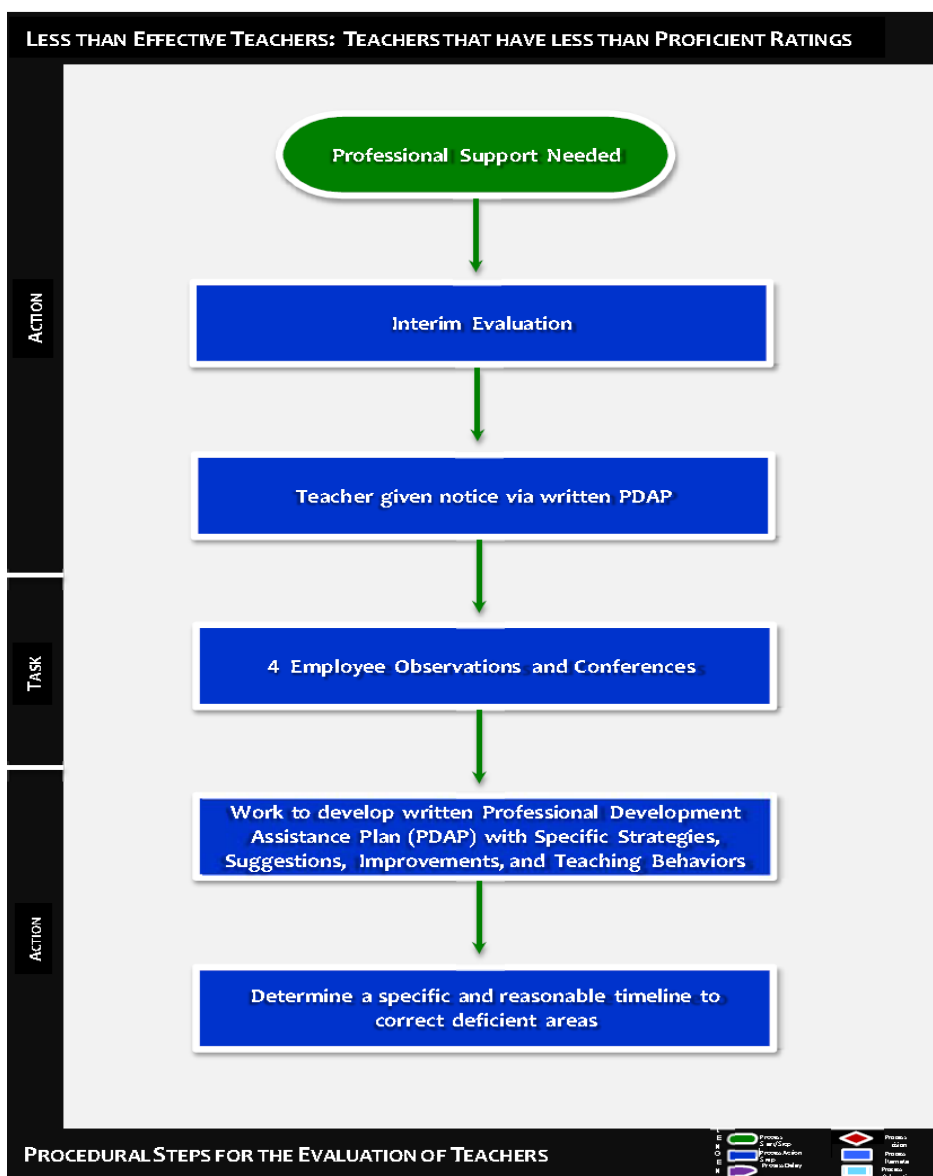


Less than Proficient Performance Ratings

If from the formative observations, it is believed that an instructional employee’s performance in any of the performance areas falls in either the unsatisfactory or needs professional support category, the following procedures will be utilized:

- A. Written notice in the form of an interim evaluation that the performance within the specified area is below an effective level,
- B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,
- C. A written Professional Development Assistance Plan (PDAP) will be developed with the employee to correct said deficiencies; and
- D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

If the employee receives a rating of professional support needed or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the formative and summative forms and attachment(s) shall contain the teacher’s signature and date received.





Teacher with Unsatisfactory Ratings

These teachers are NOT progressing toward meeting the Florida Educator Accomplished Practices (FEAP) as expected; more conferences should be conducted to provide additional opportunities for feedback and improvement. These teachers must participate in four observations by an administrator and will be placed on a Professional Development Assistance Plan (PDAP). These additional observations will help support the decision-making process about renewal of the teacher's contract for the next year.

The supervisor is ultimately responsible for the observation process. However, supervisors are encouraged to have the employee participate in the observation and conferencing process with different employees/supervisors. This allows employees and supervisors to gain insight from others with different experience and expertise. Any employee asked to conduct observations shall have received training in how to observe and conference. Communication must occur between all observers so that employees do not get conflicting messages and the focus on their growth is consistent. The supervisor should always be aware of the outcome of the conferences.





NEW TEACHER PROBATIONARY EMPLOYEE PROCESS

New employees to Brevard Public Schools must read and sign a Statement of Understanding acknowledging they have read the statement and understand that they are probationary employees during their first year of employment. During the probationary contract, teachers can be dismissed without cause and may resign without repercussions.

INTERIM EVALUATIONS

The interim evaluation is a tool used to communicate with the employee and to provide specific feedback on performance. An interim evaluation will be used when there appears to be employee performance concerns. The interim evaluation may be used at any time throughout the performance appraisal process – before the annual appraisal is completed or following the final annual evaluation. When an interim evaluation is done, all performance areas must be assessed. Interim evaluations may also be used to gather baseline data during the Probationary Process.

PERFORMANCE ASSESSMENT AND TASKS & TIMELINES

The performance appraisal system is cyclical in nature. It is a process not an event. Based on the timeline which requires that summative evaluation instruments be sent to Human Resources Services by June 30, the following sequence of events should occur:

- A. Each instructional employee will participate with his/her supervisor in an initial performance assessment session to discuss and consider performance expectations for the teacher's specific position. It is anticipated that this planning session will occur following the discussion of the previous year's summative evaluation. The purpose of this conference summarizes and completes the previous year's evaluation cycle and initializes the calendar year for the subsequent assessment program.
- B. The supervisor and employee may schedule interim performance review(s) as needed. The specific number of reviews may depend on several factors including the nature of the performance objectives, if any, the previous performance experiences of the teacher, and the teacher's need and desire for constructive feedback.
- C. Data Collection – During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. S/he has the option of utilizing the professional performance standards data collection forms contained herein.
- D. Interim performance review may be scheduled on date(s) indicated during the performance planning session or any time determined by the supervisor or employee. The two will meet to discuss the employee's performance for any performance area identified as needing improvement. The supervisor will complete a Professional Development Assistance Plan for any performance area that is identified as less than effective. This form should indicate the specific teaching behaviors that are to be acquired, improved, or deleted and identify improvement strategies with a follow-up date for review.
- E. Performance Objectives – The follow-up of the interim review should be scheduled during the initial planning session with a time interval controlled by the nature of the objective relative to length of time required for accomplishment and/or anticipated need for coaching, feedback, or assistance.

CONTINUED PROCESS IMPROVEMENT MONITORING OF SYSTEM DESIGN, REVIEW & MODIFICATION

The district project team will receive quarterly feedback from teachers and administrators about how the system is working in the on-going effort of continuous process improvement. This quarterly data will then be reviewed by Human Resources and the project team for further data analysis. Once examined, should the data show evidence which translate to the enhancement of instruction and student learning effectiveness, modifications will be made prior to the next annual review cycle. To further delineate the analysis, a third-party evaluator will complete feedback and provide process improvement criteria.



Performance Appraisal Model

50% Professional Practices	<p><u>Professional Practices</u> <u>Based on Florida’s Educator</u> <u>Accomplished Practices</u></p> <p>30 points – Professional Practices</p> <p>6 points – Professional Growth Plan Development</p> <p>10 points – Plan Implementation</p> <p>4 points – Collaboration / Mutual Accountability</p>	50%
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50% Student Performance	<p><u>Individual Accountability for Student Growth</u> <u>Based on Identified Assessments</u></p> <p>45 points – Individual accountability for student achievement / value added growth measures</p> <p>5 points – Collaborative team student achievement results related to closing the achievement gap of the Lowest 25% in Reading and / or Math</p>	50%
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PARENTAL & COMMUNITY INPUT

The district will provide a parent input survey to the schools to be distributed to the parents of students at the school. This survey will ask parents to respond to questions about their child's instructional program, about communication between the home and school, level of parent involvement, availability of materials, and homework. These surveys will include a comment section where parents are given the opportunity to provide input on teachers, administrators, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to teachers and administrators are also provided in the district's nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-teacher conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and teachers. The rubrics for relationships with students and relationships with parent/community will be used to document parent/student support of instructional teachers. Data and information from any of these sources may be used in teacher evaluations.

PROFESSIONAL GROWTH PLANS (PGP)

Each teacher sets clearly defined training objectives. The objectives are entered on the Professional Growth Planning Form. Objectives are linked to the Florida Educator Accomplished Practices. Specific and measurable student performance objectives are designed by the teacher based on information and the needs and characteristics of his/her class. Student objectives are linked to a state/district or school-approved student standard, such as the Sunshine State Standards, Goal 3 Standards, Grade Level Expectations, School Improvement Plan Objectives, Strategic Plan Objectives or Individual Education Plans. The student performance objectives are measured by the teacher, and results are reported to the principal on the Professional Growth Plan (PGP). The PGP is reviewed and approved by a team of teacher leaders and the principal. PGP's are kept on file at the school. In-service activities are evaluated by compiling a variety of data sources from participants, staff members, and principals. See the Professional Development Planning section of this document for more in-depth information about the professional development planning process.

Plan Development

- A. Development of PGP Goal
 - a. Quantitative & qualitative student performance data
 - b. Incorporates best-practice research
 - c. Based on reflection of current practice—areas for growth
 - d. Connection to School Improvement Plan (SIP)
 - e. Meaningful "stretch"
- B. Work Plan Strategies
 - a. Defined learning and professional development
 - b. Action oriented and sustained
 - c. Direct connection to PGP goal
 - d. Defined, realistic timelines
 - e. Defined in-process measuring elements
 - f. New practice followed by feedback and/or reflection
- C. Outcome Measures and Reflection
 - a. Quantitative and qualitative student performance targets connected to data in "A"
 - b. Quantitative and qualitative based on changes in professional practice

Plan Implementation

- A. Working the Plan
 - a. Fidelity in professional development and professional practice strategies
 - b. Timelines followed or adjusted with rationale
 - c. Later practice informed by earlier attempts
 - d. Sought feedback and support
 - e. Shared successful practice
- B. In-process monitoring
 - a. Ongoing reflection
 - b. Specific processes for acquiring quantitative and qualitative formative performance data from students connected to instruction

Performance Appraisal System Data Components

USING DATA AND INDICATORS OF IMPROVEMENT IN STUDENT PERFORMANCE

The district's performance appraisal system uses data and indicators of student performance as a part of the evaluation of all instructional personnel and this part of the assessment process counts as fifty percent (50%) of the teacher's final summative annual evaluation. Teachers are monitored on how they use assessment strategies for student performance. This performance information may come from the nine-week student progress reports, the interim student progress reports, or the teachers' grade books. Increases in student achievement may be monitored from one grading period to the next. Student performance is measured by state assessments as required under Florida Statutes and by district assessments for subjects and grade levels not measured by the state assessment program.

STUDENT GROWTH MEASURES SUMMARY

Brevard Public Schools (BPS) will utilize the state-adopted teacher-level student growth measure cited in the Memorandum of Understanding (MOU) in the Race To The Top grant (D)(2)(i) as the primary factor of the teacher evaluation system. Student achievement will count for 50% of the Brevard teacher's evaluation system.

At least 50 percent of the performance evaluation will be based upon data and indicators of student learning growth, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s. 1008.22(8). Brevard Public school will use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all course associated with statewide assessments and will select an equally appropriate formula measuring student learning growth for all other grades and subjects except as otherwise provided in subsection (7).

Beginning in the 2011-2012 school year, BPS will measure student learning growth using the formula provided by the commissioner under as required under s. 1008.22 for courses associated with FCAT. BPS will implement the additional student learning growth measures selected by the commissioner for the remainder of the statewide assessments included in s. 1008.22 as they become available. Beginning in the 2014-2015 school year, for grades and subjects not assessed by statewide assessments but otherwise assessed as required under s. 1008.22(8), BPS will measure students learning growth using an equally appropriate formula. The Florida Department of Education shall provide models for measuring learning growth for us to use.

For courses not measured by a statewide assessment the district may use a student achievement measure rather than a student learning growth measure where this may be a more appropriate measure of the classroom teacher's performance. The district may also use a combination of student learning growth and achievement to assess the performance of classroom teachers. In some cases it may be appropriate for the performance evaluation for the classroom teacher assigned to a course not included in statewide assessments, to include the learning growth of his or her students on FCAT Reading or FCAT math. The performance evaluation will give greater weight to student learning growth on the district assessment.

Measurable learning targets will be established based upon the goals of the school improvement plan and approved by the school principal. The Superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team's students on statewide assessments.

For classroom teachers, the student learning growth portion of the evaluation will include growth data for students assigned to the teacher over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

For instructional personnel who are not classroom teachers, the student growth portion of the evaluation will include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years, and could include a combination of student learning growth data and the other measurable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than three years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to twenty percent.



By 2014 BPS will adopt a performance salary schedule that provides annual salary adjustments for instructional personnel based upon performance determined under s. 1012.34.

RATING SCALE DEFINITIONS

The district expects competent and professional work from its teachers. Such work should improve over time. The teacher and supervisor should discuss the level of performance that is expected for each competency. In determining the expected performance level, the requirements of the position and the employee experience are to be considered.

There will be two rating scales for determining highly effective, effective, needs to improve or unsatisfactory performance of the teachers. The formative scale for observations will be:

- A. **Distinguished:** Indicates performance that consistently exceeds the requirements of the position and the level performance commensurate with the experience of the teacher.
- B. **Proficient:** Indicates performance that consistently meets the requirements of the position and the level of performance commensurate with the experience of the teacher.
- C. **Developing or Professional Support Needed:** Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the teacher.
- D. **Unsatisfactory:** Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the teacher.

The comment sections of all evaluation instruments are provided for specific feedback and comments about an employee’s performance. These sections are to be used to identify performance that needs to be improved and to recognize performance that is considered outstanding or exemplary.

OVERALL PERFORMANCE RATINGS

The last performance area on each of the respective summative forms is an overall rating. Consistent with requirement of law or rule, any individual whose performance is rated overall unsatisfactory for two (2) consecutive years will be referred to Professional Practices Services for review.

There are two parts to the summative evaluation form; the first part is the formative observation(s) that may be based on peer as well as the required administrator input. A numerical score of up to 50 will be assigned based on the points given for each educator practice observed as scored on the formative evaluation form, Plan Development. Plan Implementation, Collaboration and Mutual Accountability; the second part of the summative evaluation for an overall annual rating will be based on multi- metric indicators of student growth worth up to 50 points. The annual rating will be based on a point scale from 0-100.

The final overall rating of a teacher will be from a multi-metric system using an annual performance tally based on a point range from 0-100:

- 0-50 points Student growth
- 0-50 points Professional Practice:
- 0-30 points Observation(s)
- 0-06 points Plan Development
- 0-10 points Plan Implementation
- 0-04 points Collaboration and Mutual Accountability

Scale for annual summative evaluation rating:

- 88-100 Highly Effective
- 69-87 Effective
- 46-68 Needs to Improve
- 45-0 Unsatisfactory





PERFORMANCE BASED COMPENSATION

The last performance area on each of the respective summative forms is an overall rating. Consistent with requirement of law or rule, any individual whose performance is rated overall unsatisfactory for two (2) consecutive years will be referred to Professional Practices Services for review.

Grandfathered salary schedule

- Brevard Public Schools (BPS) shall adopt a salary schedule to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule. Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract. Such an employee shall be placed on the performance salary schedule and may not return to a continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.
- In determining the grandfathered salary schedule for instructional personnel, a district school board will base a portion of each employee’s compensation upon performance and shall provide differentiated pay for both instructional personnel based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

Performance salary schedule

- By July 1, 2014, BPS shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel based upon performance. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose.
- Base salary—The base salary shall be established as follows:
 - The base salary for instructional personnel who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.
 - Beginning July 1, 2014, instructional personnel new to BPS, returning to BPS after a break in service without an authorized leave of absence, or appointed for the first time to a BPS position in the capacity of instructional personnel shall be placed on the performance salary schedule.
 - The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than *highly effective* or effective for the year.
- Salary supplements—In addition to the salary adjustments, BPS shall provide for salary supplements for activities that will include, but are not limited to:
 - Assignment to a Title I eligible school.
 - Assignment to a school in the bottom two categories of the school improvement system such that the supplement remains in force for at least 1 year following improved performance in that school.
 - Certification and teaching in critical teacher shortage areas. BPS will identify areas of critical shortage within the school district.
 - Assignment of additional academic responsibilities.

Advanced degrees

- BPS will not use advanced degrees in setting a salary schedule for instructional personnel hired on or after July 1, 2011, unless the advanced degree is held in the individual’s area of certification and is only a salary supplement.

If budget constraints in any given year limit BPS’ ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.





Student Success Act Implementation Salary Schedule*

2011 - 2014		2014 - 2015	
<p><u>Remain employed with BPS</u></p> <ul style="list-style-type: none"> • Continue placement on grandfather salary schedule, as long as they remain employed by BPS or have an authorized leave of absence • On Professional Service Contract (PSC) • PSC/CC shall be renewed unless the individual is: <ul style="list-style-type: none"> o Charged with Unsatisfactory Performance; or o Receives low performance evaluation ratings 	<p><u>Move out of BPS District</u></p> <ul style="list-style-type: none"> • Remain on grandfather salary schedule as long as they remain employed by the school district or have an authorized leave of absence • On one-year probationary contract, followed by annual contracts • No PSC/CC 	<p><u>Remain employed with BPS</u></p> <ul style="list-style-type: none"> • Continue placement on grandfather salary schedule as long as they remain employed by BPS or have an authorized leave of absence • On Professional Service Contract (PSC) or Continuing Contract (CC) • PSC/CC shall be renewed unless the individual is: <ul style="list-style-type: none"> o Charged with Unsatisfactory Performance; or o Receives low performance evaluation ratings • Just cause and contract renewal are based on new evaluations <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • Opt to go on performance pay schedule • Give up PSC/CC and go on annual contract 	<p><u>Move out of BPS District</u></p> <ul style="list-style-type: none"> • On performance pay schedule • On one-year probationary contract, followed by annual contracts • No PSC/CC

*Salary schedule continues to be collectively bargained and supplements continue to be at the discretion of BPS based upon the criteria in law



Performance Appraisal System Support

PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN (PDAP)

The Professional Development Assistance Plan is required when any of the performance area ratings are less than proficient. This form is designed to provide specific strategies, suggestions, and/or improvements in the area(s) noted as deficient. Specific teaching behaviors that are to be acquired, improved, or deleted shall be recorded.

DISTRICT PEER MENTOR TEACHERS

Brevard Public Schools makes available to all instructional employees the services of its District Peer Mentor Teachers. These highly trained, highly qualified professionals work with new teachers, teachers experiencing difficulties in any of the performance areas in the performance appraisal system, or any other instructionally certified employee who can benefit from their professional, collegial services. The main purpose of their work is to provide developmental assistance and support to improve employee performance. Peer Mentor Teacher services may be requested by employee self-referral or by an administrative referral. Interested employees may contact the Office of Educational Leadership & Professional Development for further information.

CAREER COUNSELING

Career counseling is considered a critical component of this appraisal system. It is an ongoing component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the employee. The objective of career counseling and other key points are identified in the career counseling section of this booklet.

Career counseling is a discussion between the supervisor and employee of the employee's longer-term career goals and professional development needs.

The objectives of career counseling are to:

1. Improve personal performance and assure continued professional growth and development of employees.
2. Prepare employees for future work assignments requiring greater levels of professional and personal commitment.
3. Help employees identify short-term and long-term career goals.
4. Provide unfiltered feedback to employees on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor's role is to provide advice and counsel and to explain how the employee's goals match organizational needs. The supervisor should assume the role of "helper" in the sessions. There is emphasis on the employee's role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from career counseling, an employee must take an active role in the process.

When an employee's future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.



EMPLOYEE COACHING

Several components of this appraisal system require direct assistance and unfiltered feedback. Research indicates that a wide gap usually exists between an employee’s actual performance level and his/her potential performance level. The purpose of this component is to reduce the span of the gap and accordingly have a positive impact on the quality of the school district’s overall performance. This component strongly supports the developmental concept of this appraisal system.

Similar to the Career Counseling component, coaching is likewise ongoing. It also occurs during the regularly scheduled formal and informal performance assessment sessions. A description of the employee coaching component is identified in the employee coaching section of this document.

A wide gap usually exists between an employee’s actual performance and his/her potential performance level. Reduction of that gap has a direct effect on the quality of the District’s performance. How well that gap is reduced for employees is one test of a successful supervisor. In the last analysis, supervisors carry two major, interrelated responsibilities:

1. Producing the work they are charged with
2. Developing their employees

In meeting these responsibilities, one of the most powerful tools available to supervisor is skill in coaching employees. The objectives of coaching are to:

1. Improve personal performance and ensure the development of employees
2. Help employees eliminate or reduce mistakes or personal shortcomings
3. Provide feedback to employees on errors, shortfalls, or successes
4. Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance standards.

Coaching includes all the instructions, praise, suggestions, criticisms, and mutual discussions that managers use to develop and motivate professionals. Coaching is a direct response to the need to assist employees in developing their potential, with emphasis on the skills required for success in their current jobs. It requires objectivity, analysis, and a sensitive awareness of and respect for another person’s viewpoints and reactions. Most coaching is, or should be, situational. Problems and exceptional performance should be addressed as they arise in the conference for something done three months before will lead to a feeling of unfairness and resentment. To save up all your praise and criticism for the scheduled performance assessment conferences will overwhelm the employee.

Coaching also occurs during the regularly scheduled formal performance assessment sessions. The major differences between the two opportunities for coaching are:

Situational Coaching

- Usually prompted by specific situation
- Usually addresses a problem, though can also reinforce successful performance
- Situation is addressed now and usually little or no time for preparation
- Format is non-routine

Performance Assessment/Career Counseling Coaching

- Usually tied to evaluating overall performance
- Scheduled annually or at the completion of an assignment
- Usually adequate time for preparation

Performance Assessment/ Career Counseling Coaching



The principles are generally the same in all three situations (situational, performance assessment, and career counseling). In fact, the most effective performance assessments are continuous, consisting of regular situational coaching as well as scheduled sessions. Reliance on scheduled sessions only, with limited coaching in the interim, is not an effective system.

The purpose of coaching is not to emphasize an employee's mistakes or personal shortcomings but to improve future performance or behavior. Coaching is two-step process:

- a) Analyze an error, shortfall, or success
- b) Plan for future improvement or continued success

Coaching is a rational, analytical process that requires many of the same intellectual skills a successful administrator uses in other parts of the job. For coaching to be beneficial, it requires sensitive awareness of and respect for another person's viewpoints and reactions. Without objectivity and analysis, an administrator will not be a fully effective coach.

Because most coaching is triggered by below-optimum performance, much of the ensuing discussion will consider problem-centered coaching. It is important to keep in mind, however, that the same coaching process is as applicable to discussions of an employee's success as reinforcement for future performance. Try and catch your employees doing something right.

Causes of Poor Performance

Supervisors often assume that the employee is solely responsible for poor performance of job-related behaviors. Such assumptions may overlook elements within the organization or external situations that are causing the problem. In this regard, there may be several reasons for poor performance that are at least partly beyond the control of the employee:

- Expectations are not understood
- Continuing feedback and counseling for improved performance are not provided
- Person does not know how to perform certain job functions
- Organizational support or assistance from other members of the district is lacking
- Person has poor relationships with other members of the district
- Negative attitudes toward certain aspects of the work or work environment have been developed
- Difficulties outside the district, such as family problems, are hindering job

It is easy to overlook such explanations for an employee's weak performance, but a supervisor must always be aware, both in planning for and conducting a session, that such reasons may exist. With the possible exception of family problems, most other problems are more directly within the control of the employee and organization. Even personal problems can be dealt with in coaching will depend greatly on the relationship between supervisor and employee, as well as on the nature of the problem.



Professional Development Training

INSTRUCTIONAL PERSONNEL TRAINING

- Instructional personnel who will be evaluated with the Brevard County Instructional Personnel Performance Appraisal System will be required to attend an overview training program to orient them to the assessment system during preplanning or immediately following employment.
- The principal will be responsible for conducting the orientation to the system.

PROFESSIONAL DEVELOPMENT OBJECTIVES

The following characteristics describe well-written individual performance objective statements:

Objectives:

- Are supportive of the district plan, departmental objectives, and/or school improvement plans.
- Are primarily under the objective setter’s control.
- Precisely specify a single key result to be accomplished.
- Are written in the future tense.
- Are subject to renegotiation.
- State the means by which the job will be accomplished.
- Are attainable yet challenging.
- Specify a completion date.
- Are quantitatively measurable or at least observable.
- Specify the individual’s role/responsibility for objective attainment.
- Are agreed to by both the employee and supervisor.
- Are recorded in writing.

The following information expands these characteristics in more detail.

- Are supportive of the district plan, departmental objectives, and/or school improvement plans:
The purpose of the objective setting process is to help accomplish the current objectives of the district through a buy-in process of objective setting. The individual objectives must consider the current needs of the district, department, or school and students served.
- Are primarily under the objective setter’s control:
Accomplishment of the objective must not be unduly dependent on external forces or the efforts of others. The individual must have a reasonable chance of achieving the objective with the resources at his/her disposal.
- Precisely specify a single key result to be accomplished:
Ambiguous words and phrases are not appropriate. When writing objectives, each word must be carefully chosen for its meaning in the context. It is often common words and phrases that are most confusing, e.g., “cause,” “efficient,” “promptly,” “with rare exception.”

The following is an example of an objective that was not carefully phrased:

Example:

I will cause our department to be within budget.





The above objective does not have any direction. How will this person know whether the department is within budget? We could phrase the above objective to make it less ambiguous as follows:

Example:

I will “undertake a review of our department’s expenditures from July 1 through October 1 and provide the principal, by December 1, 20--, a report outlining recommendations for modifying our procurement procedures” in order to remain within budget on a month-to-month basis throughout the fiscal year.

In the above corrected example, we have clarified how this person will contribute to the department’s maintaining a within-budget status.

In some objectives, words and phrases are used which meanings peculiar to the position held or job have done. Thus, it is justifiable to use technical terms if their alternative is a lengthy description.

D. Are written in the future tense:

Objectives are written in the future tense because they refer to something that should be accomplished over the coming performance period.

E. Are subject to renegotiation:

One of the most important aspects of a performance appraisal system is that objectives are subject to renegotiation at any time at the request of either the employee or the supervisor and are subject to change on the mutual agreement of both parties. However, renegotiation should only occur when there is clear evidence that an objective is no longer relevant or the degree of accomplishment is no longer due to conditions beyond the employee’s control.

F. State the means by which the job will be accomplished: Objectives should express HOW they will be accomplished.

The means for objectives may be stated by using the words and phrases, “through consultation with...,” “by,” “through,” etc.

G. Are attainable yet challenging:

Objectives should not be set too high or too low. The successful completion of an objective should require the expenditure of considerable effort. Objectives should offer a challenge to the individual. The level of performance required by objectives will vary depending on individual capabilities and experience. It is the responsibility of the supervisor to assist in the determination of the level of performance and set the objective accordingly.

H. Specify a completion date:

Objectives are created with a definite time span in mind. Once the objective has been achieved, it ceases to exist. Avoid using words that suggest regenerative characteristics, (e.g., “continues”). The following objective does define its duration through the use of timelines (by December 31, 20--).

Example:

I will personally research, develop, and prepare guidelines for Project Graduation “by December 31, 20--,” and present them to the Principal.

On December 31, 20--, (assuming that the employee accomplishes this task), this objective ceases to exist.

Following is another example of a correctly stated objective:

Example:

I will personally research and analyze the two alternative reading programs under consideration and will submit a report as to my recommendations to my supervisor “by November 15, 20--.”





The objective ceases to exist on November 15, 20--; thus, it has a specific completion date.

I. Are quantifiably measurable or at least observable:

These characteristics lend concreteness to sometimes abstract concepts or phrases. Below, we will examine examples of each type of characteristic:

Quantifiably Measurable:

An objective is quantified when it expresses specifically measurable results, a number or percent which indicate when an objective will be accomplished.

The following examples do not indicate the quantitative characteristics:

I will raise the test scores in my school.

I will attend staff meetings to discuss the progress being made in my school's exceptional student education program.

By indicating quantities through the use of words indicating quantity, we can correct the above examples as follows:

I will raise the reading test scores in my school by 2%.

I will give four presentations this school year about my school's exceptional education programs.

Observable:

Not all objectives can be quantified. For those that are not quantifiable, there must be some way of determining whether or not the objective was accomplished. In such cases, the objective must be observable.

The following example is an objective that is not observable:

I will plan for future needs more thoroughly than I have in the past.

There is no way to observe the planning process. The objective could be written correctly as follows:

I will "conduct a needs assessment" every six months by "asking students, teachers, and staff to fill out a questionnaire," and I will "submit a report" with my recommendations to the Principal within two weeks of receiving the results of the questionnaires.

J. Specify the individual's role or responsibility for objective attainment:

Supervisors should discriminate between those jobs they perform and those that their employees perform. This is especially important in cases of job sharing. Supervisors must word the objectives in such a way that it is clear that, while they may not execute the assigned job, they do direct, administer, or assist their employees in their execution of the job.

K. Are agreed to by both employee and supervisor:

Objectives are to be written by the employee and reviewed and approved by the supervisor at the beginning of the year. This results in a better understanding and a closer working relationship between the employee and his/her supervisor. It also tends to produce greater commitment to the objectives on the part of the employee.

L. Are recorded in writing:

Objectives are written so that the employee and supervisor can refer back to them during the year. In this way, the employee's efforts should always be focused toward the student, district, school, and or department objectives. Further, progress toward attainment can be measured in an objective way.





EVALUATOR TRAINING

A. Evaluators in the Brevard County Instructional Personnel Performance Appraisal System will be required to become certified observers in the Brevard Public Schools (BPS) research-based system.

1) Approved Observer Training

(a) Objectives

To ensure that evaluators and those assessed can reliably identify specific behaviors that have an impact on effective teaching.

(b) Activities

District training activities will be used.

(c) Materials

- (1) Rubric document for observation.
- (2) Coding manual.
- (3) Observation practice tapes.

(d) Evaluation Procedure

Evaluators will attain a passing score on the criterion observations.

B. Evaluators will complete the following training sessions:

1) Introduction to the BPS Instructional Personnel Performance Appraisal System.

(a) Objectives

- (1) To develop a positive philosophy and attitude toward personnel performance appraisal.
- (2) To outline the conceptual basis for the system in the goals, objectives, and philosophy.
- (3) To ensure that evaluators understand the proper use of the assessment criteria and procedures and the need for confidentiality.
- (4) To examine and to discuss procedures as they relate to various categories of instructional personnel.
- (5) To provide techniques for developing understanding of assessment criteria and procedures.

(b) Activities

Participants will be provided with a thorough explanation of the policies, activities, forms, and other documents that constitute a system for annual assessment for all instructional personnel.

(c) Materials

Instructional Personnel Performance Appraisal System manual

(d) Evaluation Procedures

In order to demonstrate attainment of the knowledge identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).

2) Formative Data Collection Techniques and Data Interpretation

(a) Objectives

- (1) To practice data collection skills using instruments appropriate to the setting and the specific data to be collected.
- (2) To develop data analysis skills necessary for making reliable judgments, including practice in analyzing all data collected on assessment forms, instruments, and written communication.
- (3) To develop skills in documentation, including practice in completing assessment forms and instrument and preparing various types of written communications related to assessment.





(b) *Activities*

- (1) Participants will be provided with practice in:
 - (a) the identification of appropriate data collection instruments and techniques
 - (b) the collection and analysis of formative data
 - (c) the development of a Professional Development Assistance Plan

(c) *Materials*

Instructional Personnel Performance Appraisal System manual

(d) *Evaluation Procedures*

In order to demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete activities as verified by the workshop leader(s).

3) Technical Assistance

(a) *Objectives:*

- (1) To develop instructional counseling and coaching skills, including practice in employee involvement in a conference and interpersonal interaction techniques
- (2) To develop skills in developing and facilitating performance growth programs, including identification of appropriate resources, monitoring or assessing progress, and utilizing procedures for follow-up
- (3) To develop competency in goal setting
- (4) To emphasize the development of human resources

(b) *Activities*

- (1) Participants will be provided with practice in:
 - (a) developing goals
 - (b) conferencing skills and techniques
 - (c) procedures for monitoring and assessing progress
 - (d) the implementation of a Professional Development Action Plan

(c) *Materials*

Instructional Personnel Performance Appraisal System manual

(d) *Evaluation Procedures*

To demonstrate attainment of the knowledge and/or skills identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).





RECOMMENDED PERFORMANCE APPRAISAL TECHNIQUES & PRACTICES

When a supervisor is planning or preparing to conduct an assessment conference, care should be taken to consider the following general guidelines:

1. Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for either of you.
2. Give the employee sufficient time to prepare for the meeting (the more time the employee spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).
3. Define the purpose of the conference (initial, review, interim or final) at the onset of the conference - to help employees improve performance for the benefit of the students.
4. Tell the teacher that the conference will involve two-way communication to discuss his/her job and level of expectation, or performance, regarding dimensions. Listen and talk.
5. Start the session by getting the employee talking through open-ended questions about the job and objectives.
6. Show that you understand the person’s feelings and point of view. This is particularly important if yours is a different point of view, which will be conveyed during the session.
7. During the conference, conduct yourself so that the conferee will be motivated to improve his/her performance.
 - praise the employee for past work well done
 - treat the employee as an equal and with respect
 - end the conference on a positive note
8. Discuss employee performance relative to professional “expectations” at his/her level of experience. Don’t compare the employee with others.
9. Be friendly and supportive. A performance appraisal conference is very important to the employee. S/he will be very sensitive to and may misinterpret your attitude toward him/her. Convey the impression that you have time for the conference, and you consider it to be important.
10. Keep concise notes. Though the initial and interim performance appraisal conferences are not rating sessions, information shared during these conferences will have bearing upon the final evaluation given in the last conference.

Prior to the time when a supervisor completes the summative evaluation form, s/he should analyze all available performance-related information and identify critical trends and patterns. Once the form is completed, consistent with the requirements of the section on observations and the data collection process, the actual appraisal session must be specifically planned and organized. The supervisor should organize and guide the session to resolve the performance issues.

Consider the employee’s performance in the following ways:

- Specific examples or occasions when the employee has performed above or below expectation.
- Specific performance that deserves special attention even if at expectation.
- If the employee is performing below expectation, be prepared to provide specific ideas as to how s/he may improve his/her performance. Also, ask yourself the following questions:
 - *Is the work sufficiently challenging? Too difficult?*
 - *Does the employee know what is expected?*
 - *Does the employee receive necessary guidance?*
 - *Does the employee have an adequate knowledge of the job and the field?*
 - *Does the employee appear to have the necessary abilities?*
 - *Does the employee receive the necessary support or assistance from others?*
 - *Are there factors beyond the employee’s control that may be limiting performance?*
 - *Is the employee rewarded for good performance?*
 - *Does the employee have a negative attitude toward certain aspects of work?*



A. Consider your answers to the following questions:

- *Do I really feel that the interview is worthwhile?*
If you are convinced of the value of the interview, you will be better able to convey its worth to the individual and thus will stand a better chance of eliciting cooperation.
- *Am I in a friendly and cooperative frame of mind?*
- *Will I be sympathetic and understanding, as well as objective and analytical?*
- *Will I be inclined to be too critical or too lenient?*
- *Will I be inclined to conduct the session on a superficial level and not discuss important problems?*
- *Am I prepared to listen to explanations or even arguments?*
- *Am I prepared to change my opinion of the individual's performance if the discussion indicates that I might have been mistaken?*
- *Do I expect to learn something from the sessions?*
- *How do I feel about the individual to be appraised?*

B. Conducting the session:

Follow the same procedures as those outlined above in regard to the first conference, adding the following:

- *Express appreciation for good job performance.*
- *State the importance of the employee's performance to the department/school/district.*
- *Do not merely read the form to the employee.*
- *Encourage self-improvements; let the employees "assess" themselves.*
- *Help employees be realistic and objective.*
- *Discuss strong points as well as weak points.*
- *Focus the discussion on performance, not personalities. Focus on how results deviate from expectations.*
- *Give specific examples of behavior that are unsatisfactory, needs improvement, or effective.*
- *Minimize the number of criticisms; too many will threaten the employee's self-esteem and put him/her on the defensive; s/he will not know which are the most important.*
- *Explain why a behavior is unsatisfactory and cannot continue.*
- *Deal only with weaknesses that are likely to happen again and that the employee can correct.*
- *Admit the possibility of misunderstanding or differences in view points. Do not argue.*
- *Discuss the factors that may be hindering the employee's ability to do the job.*
- *Distinguish between the assessment of the employee's performance on his/her current job and his/her potential for promotion.*
- *Keep the discussion focused and allocate time as you both see fit.*



PERFORMANCE APPRAISAL COMMUNICATION PLAN COMPONENTS FOR CLASSROOM TEACHERS

Purpose: Clarity, consistency, and reliability in performance appraisal observations, feedback/coaching, and continuous improvement of teaching.

Parameters: After initial training, regular updates will be scheduled for observers and administrators to maintain inter-rater reliability; connections to the common language of effective instruction (Brevard’s Effective Strategies for Teaching – B.E.S.T.), Professional Growth Plans (PGP), and School Improvement Plans (SIP) will be made.

Program Evaluation: Ongoing program evaluation will be conducted through triangulation of multiple data sources including participant surveys, observation/conference data, and summative performance evaluation comparing student achievement with teacher behaviors.

<u>Training Component</u>	<u>Conducted By</u>	<u>Timeline</u>
• Overview of Instructional Performance Appraisal System	• Superintendent	• June
• Dimensions/FL Educator Accomplished Practices (FEAP)	• District Staff & Principals	• July & August
• Procedures and Timelines	• Principals	• July & August
• Peer Review Module	• Principals	• August
• Rubrics for Dimension Criteria and Ratings	• District Staff & Principals	• July & August
• Orientation training of IPPAS	• Principals	• August

Training Follow up/Implementation: School Learning Teams, Coaches and Mentors, Teacher Leaders, and BEST Training Teams will receive targeted professional development and implement Lesson Study, Brevard’s Classroom Walkthroughs, and Level II Clinical Educator Training to enhance their skills as part of the Professional Learning Community schools and our collaborative culture.





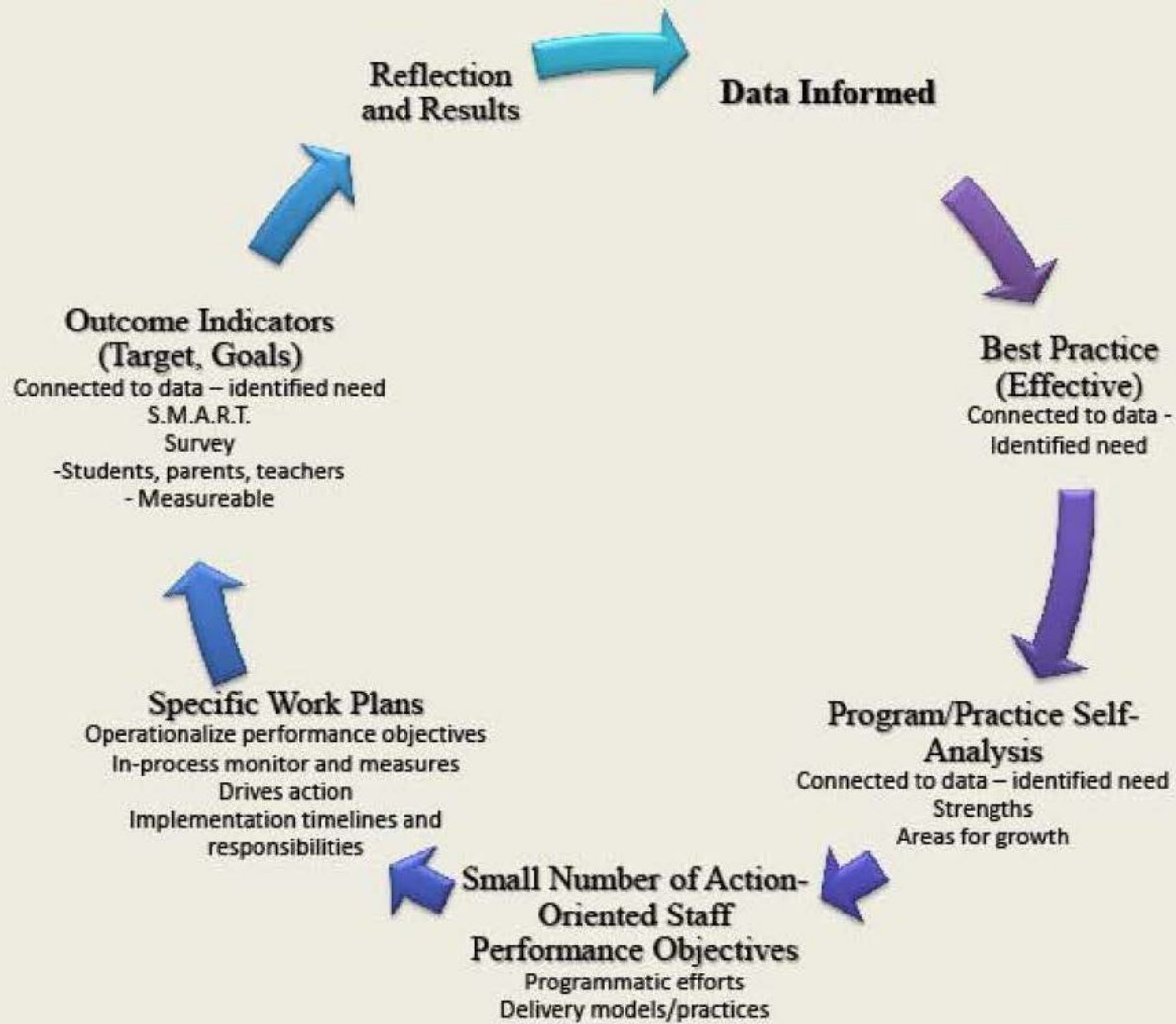
APPENDIX



Our Mission is to Serve Every Student with Excellence as the Standard!



Continuous Improvement Cycle





Dimension 1: Instructional Design and Lesson Planning **B.E.S.T. Module VI**

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Sets instructional outcomes and aligns instruction with state-adopted standards	1. Learning goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, tasks and content reflect the full intent of the grade level content standard(s).	1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).	1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).	1. Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments or grade level content standard(s).
II. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students to monitor progress toward learning goals. 2. Uses these data to accurately refine and modify instruction for whole group, small groups, and for specific individuals.	1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.	1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. Does not consider data to make changes in instruction.
III. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments	1. High quality classroom formative and summative assessments are designed that accurately measure student learning of the lesson or unit goals and grade level content standard(s).	1. Lesson or unit is planned in detail around clearly defined lesson objectives and grade level content standard(s).	1. Lesson plans or units are based on activities or resources rather than focused on objectives.	1. There is little evidence of monitored learning or use of appropriate instructional resources.
IV. Requires students to understand and demonstrate skills and competencies	1. Lesson objectives and tasks are aligned to the full intent of the grade level content standard(s). They are embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.	1. Lesson objectives and tasks are aligned with state-adopted standard(s) and are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.	1. Although students are aware of the posted lesson objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.	1. Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.



Dimension 2: Learning Environment B.E.S.T. Module III

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Creates and maintains a safe and organized learning environment	<ol style="list-style-type: none"> Ensures student safety needs are consistently met. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. 	<ol style="list-style-type: none"> Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met. 	<ol style="list-style-type: none"> Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. 	<ol style="list-style-type: none"> Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.
II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment	<ol style="list-style-type: none"> Facilitate creating an environment where students assume responsibility for protecting instructional time and hold themselves accountable for Learning. 	<ol style="list-style-type: none"> Assumes responsibility for student learning. 	<ol style="list-style-type: none"> In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ol style="list-style-type: none"> Fails to use procedures for independent and/or cooperative group work.
III. Allocates and manages time, space, resources	<ol style="list-style-type: none"> Individual needs of students are met as both the teacher and students highly organize time, space, and resources to maximize learning. 	<ol style="list-style-type: none"> Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning. 	<ol style="list-style-type: none"> Failure to utilize and maintain learning experiences, activities and facilities/equipment, which result in a loss of learning opportunities. 	<ol style="list-style-type: none"> Poor use of physical resources, time and space is evident and/or learning is not accessible to some students resulting in considerable down-time.
IV. Manages student conduct	<ol style="list-style-type: none"> Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. The focus of proactive discipline is to maximize student learning time, and students show a respect for the rights of other students to learn. 	<ol style="list-style-type: none"> Teacher is alert to student behavior at all times and manages student conduct. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. 	<ol style="list-style-type: none"> Teacher is generally aware but misses the activities of some students. Rules and consequences for inappropriate behavior are inconsistently applied. 	<ol style="list-style-type: none"> Response to student behavior is negative and counterproductive.



Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
V. Creates a Positive Environment of Respect and Rapport	<ol style="list-style-type: none"> 1. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. 2. Students demonstrate caring for one another in the classroom setting. 	<ol style="list-style-type: none"> 1. Teacher-student interactions are friendly and demonstrate general respect and caring. 	<ol style="list-style-type: none"> 1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. 	<ol style="list-style-type: none"> 1. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. 2. Students exhibit disrespect for the teacher. 3. Student interactions are characterized with conflict, sarcasm, or put-downs.
VI. Models and teaches clear, acceptable communication skills	<ol style="list-style-type: none"> 1. Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. 2. Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson. 3. Teacher finds opportunities to extend student vocabulary. 	<ol style="list-style-type: none"> 1. Directions, procedures, and feedback are clear to students. 2. Teacher's spoken and written language conform to standard English. 	<ol style="list-style-type: none"> 1. Directions, procedures, and feedback are clarified to students after initial student confusion. 	<ol style="list-style-type: none"> 1. Directions, procedures, and feedback are confusing to students. 2. Teacher's spoken or written language contain errors in spelling, grammar, or syntax.
VII. Maintains a climate of inquiry	<ol style="list-style-type: none"> 1. Engages all students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions that generate real world applications. 2. Ideally teachers can take a back seat and discussions can be student-led. 	<ol style="list-style-type: none"> 1. Engages all students in problem solving inquiry-based activities through the use of high level questioning. 	<ol style="list-style-type: none"> 1. Includes some problem solving and inquiry-based activities. 	<ol style="list-style-type: none"> 1. Instruction does not include problem solving or inquiry-based activities.
VIII. Integrates appropriate technologies	<ol style="list-style-type: none"> 1. Creates a rich learning environment in which students regularly engage in activities and create products that would have been difficult to achieve without student integrated technology. 	<ol style="list-style-type: none"> 1. Uses technology to construct teaching materials and learning activities. 2. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology. 	<ol style="list-style-type: none"> 1. Teacher uses technology to deliver curriculum content to students. 2. Students use technology passively for drill and practice and computer-based training. 	<ol style="list-style-type: none"> 1. Technology to promote organizational efficiency and to support instruction is not evident.





Dimension 3: Instructional Delivery & Facilitation **B.E.S.T. Module V**

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions	1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline and reflects the full intent of the grade level content standard(s). 2. Checks for understanding throughout the lesson, identifies learning gaps and adjusts instruction throughout the lesson. 3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.	1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s). 2. Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.	1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. 2. Teacher does not check for understanding or recognize gaps in learning during the lesson.	1. Instruction references inaccurate, outdated content knowledge. 2. Teacher does not use checks for understanding during the lesson.
II. Employs higher order questions	1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers. 2. Much of the questioning involves analysis and synthesis.	1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	1. Few teacher questioning strategies invite quality responses. 2. Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.	1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources	1. Uses a variety of instructional strategies and resources that engage and challenge all students and support instructional outcomes.	1. Uses some instructional strategies to engage students and support instructional outcomes for all students.	1. Makes use of a few instructional strategies to support student understanding.	1. Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes.

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BPS Instructional Personnel Performance Appraisal System



Dimension 3: *Instructional Delivery & Facilitation*

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
IV. Delivers engaging, challenging and relevant lessons	1. High levels of rigor and relevance consistently challenge students to be intellectually engaged throughout the entire lesson including texts that are at or above the complexity level expected for the grade level.	1. Lessons (<i>and units</i>) are designed to provide students with rigorous curriculum that is intellectually engaging including texts that are at or above the complexity level expected for the grade level.	1. Lessons (<i>and units</i>) spend the majority of the class time on knowledge level tasks that may require only some intellectual engagement.	1. Lessons (<i>and units</i>) are too easy for the majority of students, and class time is spent on busy work with low intellectual engagement.
V. Differentiates instruction	1. Based upon student abilities, learning styles, and interest, teacher differentiates instruction to help all students achieve learning goals. 2. Both daily instruction and unit design clearly address the wide range of learning styles, abilities, and interests present in the classroom.	1. Provides evidence of incorporating appropriate, various differentiated instructional strategies (<i>e.g. ability grouping or compacting of lessons</i>) to meet the needs of students with varying learning styles, abilities, and interests.	1. Provides little evidence of incorporating appropriate, various differentiated instruction.	1. Does not differentiate instruction appropriately to address the needs of students with varying learning styles, abilities, and interests.
VI. Provides immediate and specific feedback to students	1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.	1. Provides timely and consistent feedback.	1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.	1. Provides inadequate or no feedback: feedback provided is not provided in a timely manner.





Dimension 4: Assessment B.E.S.T. Module IV

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.	<ol style="list-style-type: none"> 1. Consciously plans and uses pre-assessment, formative and summative assessment data strategically to set learning goals and adjust scaffolding based on student needs. 2. Students and the teacher analyze data results from multiple assessments to make decisions about progress and to develop appropriate interventions relative to the students' needs. 	<ol style="list-style-type: none"> 1. Gathers formative and summative data during instruction and uses data to inform instruction. 	<ol style="list-style-type: none"> 1. Uses summative assessment data to determine that students have achieved instructional outcomes. 	<ol style="list-style-type: none"> 1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.
II. Modifies teacher made assessments to accommodate diversity	<ol style="list-style-type: none"> 1. Consistently differentiates assessments by content, process and/or product to address the unique learning differences of students who have a wide range of learning styles and abilities. 	<ol style="list-style-type: none"> 1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities. 	<ol style="list-style-type: none"> 1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities. 	<ol style="list-style-type: none"> 1. Assessments are "one size fits all."
III. Communicates assessment data to students and parents	<ol style="list-style-type: none"> 1. Clearly communicates assessment criteria, due dates, and grading methodology in accordance with district procedures to promote student learning. 2. Proactively creates and maintains frequent and effective two-way communication with students and parents (e.g., student-led conferences, etc.) 3. Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders. 4. Provides all parents with information specific to their child, about standards and expectations in a format parents can understand. 	<ol style="list-style-type: none"> 1. Completes and regularly updates grades and progress reports in accordance with district procedures to allow students to check their own progress. 2. Uses conferences with parents and students to share assessment data with parents. 3. Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 4. Provides parents with information about academic standards and expectations. 	<ol style="list-style-type: none"> 1. Does not consistently communicate progress with students and parents in a timely fashion. 2. Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 3. Provides limited information to parents about academic standards and expectations. 	<ol style="list-style-type: none"> 1. Does not proactively complete grades and progress reports per the school schedule. 2. Does not use technology to communicate student learning and assessment information to appropriate stakeholders. 3. Does not provide parents with information about academic standards and expectations.



Dimension 5: Professional Responsibilities & Ethical Conduct
B.E.S.T. Module I

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Demonstrates punctuality, attendance, and timely completion of records and reports	<ol style="list-style-type: none"> Complies fully with all school rules, policies and procedures regarding punctuality and attendance. Has developed an innovative system for maintaining information on students, lesson plans, reports and other data which is efficient, current and useful. 	<ol style="list-style-type: none"> Complies with school rules, policies and procedures. Has an effective system for maintaining information on students, lesson plans, reports and other data. 	<ol style="list-style-type: none"> Inconsistently complies with school rules, policies and procedures. Has a system that is rudimentary and only partially effective for maintaining student information, lesson plans, reports, and other data. 	<ol style="list-style-type: none"> Does not comply with school rules, policies and procedures. There is no system of record keeping, lesson plans, records, or other data or the system is in disarray.
II. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics	<ol style="list-style-type: none"> Complies with district and school policies, rules, procedures and the Code of Ethics. Acts proactively in fostering compliance amongst colleagues with standards of excellence and demonstrates leadership in exhibiting a high ethical standard of decorum throughout the school setting. 	<ol style="list-style-type: none"> Complies fully with district and school policies, rules, procedures and the Code of Ethics. 	<ol style="list-style-type: none"> Inconsistently complies with district and school policies, rules, procedures and/or the Code of Ethics. 	<ol style="list-style-type: none"> Does not comply with district and school policies, rules, procedures and/or the Code of Ethics.
III. Demonstrates professionalism	<ol style="list-style-type: none"> Displays conduct based on the highest professional standards. Acts honestly and with integrity when dealing with students, parents, colleagues and/or the community. Demonstrates a pattern of participation in district and school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. 	<ol style="list-style-type: none"> Deals with students, parents and/or colleagues with honesty and integrity. Participates in and implements school and district initiatives. 	<ol style="list-style-type: none"> Uses poor judgment when dealing with students, parents and/or colleagues. 	<ol style="list-style-type: none"> Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.

Dimension 5: Professional Responsibilities & Ethical Conduct

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
IV. Initiates professional communication with appropriate stakeholders	<ol style="list-style-type: none"> 1. Promotes a two way partnership between school and home. 2. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress. 3. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, websites, electronic communication, and phone calls). 4. Students and their families understand what they are expected to know and be able to do. 	<ol style="list-style-type: none"> 1. Provides regular information about the instructional program. 2. Is available as needed to respond to parental concerns. 3. Efforts to successfully connect families, school, and communities. 	<ol style="list-style-type: none"> 1. Participates in school's activities for parent communication but offers limited information regarding the instructional program. 2. Partially address parents' concerns with little or no follow up. 3. Makes minimal attempts to connect families and communities to the instructional program. 	<ol style="list-style-type: none"> 1. Provides little or no information about the instructional program. 2. Does not respond or responds inappropriately to parental concerns. 3. Makes no attempt to connect families and communities to the instructional program.
V. Establishes a relationship of mutual trust and respect with parents and community members.	<ol style="list-style-type: none"> 1. Builds positive relationships with families and community members by demonstrating sensitivity, respect, and understanding. 	<ol style="list-style-type: none"> 1. Attempts to build positive relationships with families and community members by demonstrating sensitivity, respect and understanding. 	<ol style="list-style-type: none"> 1. Does not establish relationships of trust and mutual respect with parents and community members. 	<ol style="list-style-type: none"> 1. Does not consistently reach out to invite parents to collaborate and participate in learning in innovative ways.
VI. Provides information about school and community resources to parents	<ol style="list-style-type: none"> 1. Consistently provides all parents with multiple strategies and opportunities to assist with student learning. 2. Consistently provides parents with information about the school, community events and resources. 	<ol style="list-style-type: none"> 1. Provides strategies and opportunities for parents to assist with student learning. 2. Provides parents with information about the school, community events and resources. 	<ol style="list-style-type: none"> 1. Provides opportunities for parents to assist with student learning. 2. Provides parents with limited information about community events and resources. 	<ol style="list-style-type: none"> 1. Does not provide or promote opportunities for parents to assist with student learning. 2. Does not provide parents with information about community events and resources.



Individual Professional Growth Plan (PGP) Development

Plan Development (*based on continuous improvement cycle*) - this section is to be completed by the school principal (or designee) and three teacher-leaders upon thorough review of each teacher's annual Professional Growth Plan. The PGP will have a total value of 6 points; each element will be added together and divided by 3. The three teacher-leader assessments will then be added together and averaged for a sub-final score. The administrator assessment will be added to the teacher-leader sub-final score and then divided by two. The final PGP points will then be rounded to the nearest tenth of a decimal.

Elements	Distinguished (6 pts)	Proficient (5 pts)	Professional Support Needed (3 pts)	Unsatisfactory (1 pt)
I. Development of Professional Growth Plan Goal	<p>Uses a researched, data-informed rationale to develop and analyze goals.</p> <ol style="list-style-type: none"> Teacher articulates research based rationale for his/her goal including best practice guidance from within and beyond the school. Analyzes quantitative and qualitative student assessment data to develop a goal addressing a change in classroom practice that supports the school improvement plan and improved student achievement outcomes. Goal is clearly identified "stretch" for teacher based on current classroom practice. 	<p>Uses a researched, data-informed rationale to develop goals.</p> <ol style="list-style-type: none"> Teacher articulates research based rationale for his/her goal including best practice guidance from within the school. Uses quantitative or qualitative student performance data. Goal is somewhat of a "stretch" based on current classroom practice. 	<ol style="list-style-type: none"> Little evidence of reflection of current research, classroom practice, or student achievement data. Goal is not a "stretch" goal based on current classroom practice. 	<ol style="list-style-type: none"> No evidence of reflection of current research, classroom practice, or student achievement data. Sets low performance goal.
II. Work Plan Strategies	<p>There are defined qualitative and quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</p> <ol style="list-style-type: none"> Strategies are action oriented and sustainable. There is a clear, direct connection to the professional growth goal. Timelines are defined and realistic. New practice is followed by feedback and/or reflection. 	<p>There are defined qualitative or quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</p> <ol style="list-style-type: none"> Strategies are action oriented and sustainable. Connection to the professional growth goal is evident, but weak. Timelines are somewhat defined and/or not realistic. Strategies for feedback and/or reflection of new practices are not clearly defined, or lack multiple feedback opportunities for formative assessment of new practice. 	<p>There are qualitative or quantitative in-process monitoring elements that are weakly related to improved instructional practice and improved student mastery.</p> <ol style="list-style-type: none"> Strategies may be action oriented, but lack sustainability. Connection to the professional growth goal is weak. Timelines are not clearly defined and/or realistic. Strategies for feedback and/or reflection or new practices are limited. 	<ol style="list-style-type: none"> Strategies are not action oriented and/or lack sustainability. No connection to the professional growth goal. Timelines are poorly defined and/or unrealistic. No strategies for feedback and/or reflection of new practices.



III. Outcome Measures and Reflections	Distinguished (6 pts)	Proficient (5 pts)	Professional Support Needed (3 pts)	Unsatisfactory (1 pt)
Connected to data; identified need; Strategic and Specific, Measurable, Attainable, Results-oriented and time bound (SMART)	1. Expectation of growth in specific student outcomes and improved classroom practice is clearly defined.	1. Expected change in student outcomes and improved practice is identified but not clearly defined.	1. Expected changes in student performance cannot be explained by changes in professional practice.	This cell left intentionally blank

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Individual Professional Growth Plan (PGP) Implementation

Plan Implementation – this section is to be completed by the school principal (or designee) and the teacher who designed the Professional Growth Plan. The administration will monitor the implementation of the PGP, provide feedback and use rubric below for determining the level of implementation. Teacher will also self-assess and score their level of implementation as indicated below. The administration and teacher will meet to discuss progress and/or determine final scoring.

Elements	Distinguished (4 pts)	Proficient (3 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
Working the Plan: Implements the PGP with fidelity and professional practice	<ul style="list-style-type: none"> Fidelity is consistently evident both in the teacher's participation in the identified professional development and in the implementation of professional practice strategies. New practice is sustained throughout lessons and is consistently linked to earlier, formative attempts or feedback. Timeline(s) is/are followed and/or adjusted with appropriate rationale. 	<ul style="list-style-type: none"> Teacher consistently participates in professional development. While new instructional strategies are implemented, they are inconsistently integrated into lessons. 	<ul style="list-style-type: none"> Teacher is marginally engaged in professional development. New instructional strategies are implemented inconsistently. Timelines are inconsistently followed. 	<ul style="list-style-type: none"> Little or no evidence teacher is engaged in professional development and/or implementing newly acquired instructional strategies. Timelines are either not established or not followed.
Working the Plan: Seeks feedback and support and shares successful practice	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed / Unsatisfactory (1 pt)	
	<ul style="list-style-type: none"> Feedback and support are actively sought and implemented. Successful practice is readily shared and teacher actively seeks opportunities to do so. Teacher has evidence of at least three collegial observations for PGP Implementation. Evidence that instruction has been modified based on feedback from the colleagues. 	<ul style="list-style-type: none"> Seeks feedback and support. Will share successful practice when asked to do so. Teacher has evidence that one to two colleagues have observed the implementation of identified strategies and that the teacher has modified instruction based on the feedback from colleagues. 	<ul style="list-style-type: none"> Feedback has not been sought. There is no evidence feedback was utilized to modify instruction. Successful practice is not shared. 	
In-Process Monitoring	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed / Unsatisfactory (1 pt)	
	<ul style="list-style-type: none"> Reflection and appropriate modifications to instructional techniques for continuous improvement are clearly evident. Defined in-process measurement elements were consistently utilized. 	<ul style="list-style-type: none"> Reflection is sporadic. Defined in-process measurement elements not consistently utilized. 	<ul style="list-style-type: none"> No evidence of reflection. Little or no evidence of on-going formative data related to student mastery/improvement of practice. 	



Collaboration and Mutual Accountability

8 points	6 points	4 points	2 points	0 points
<ul style="list-style-type: none"> ■ Teacher seeks from and provides colleagues with input regarding specific instructional strategies and practices. ■ The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success through team efforts, vertical and/or horizontal articulation and common assessments. ■ The teacher is aware of the school's primary initiatives and consistently participates in them in accordance with his/her talents and abilities. ■ The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and 	<ul style="list-style-type: none"> ■ Teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices. ■ The teacher interacts with colleagues in a positive manner to promote student learning and school-wide success to include at least two of the following: vertical and/or horizontal articulation, team efforts or common assessments. ■ The teacher is aware of the school's primary initiatives and participates in them on a regular basis. ■ The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning. 	<ul style="list-style-type: none"> ■ Teacher occasionally seeks from and/or provides colleagues with input regarding specific instructional strategies and practices. ■ The teacher works effectively with colleagues to promote student learning and school when asked to do so. ■ The teacher is aware of the school's primary initiatives and will participate in them when asked to do so. ■ The teacher's actions support a professional culture marked by trust, shared purpose, innovative spirit, continual learning and dedication to the mission of teaching and learning. 	<ul style="list-style-type: none"> ■ Teacher will seek from and/or provide colleagues with input regarding specific instructional strategies and practices when asked to do so. ■ Teacher does not consistently interact with colleagues in a positive manner to promote student learning and school-wide success. While teacher may be aware of the school's primary initiatives, he/she participates in them sporadically and reluctantly. 	<ul style="list-style-type: none"> ■ Little or no evidence that the teacher seeks from and/or provides colleagues with input regarding specific instructional strategies and practices when asked to do so. ■ Teacher is disengaged and/or exhibits destructive negativism.



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PEER REVIEW TEAM TRAINING: PGP DEVELOPMENT

GLOSSARY OF TERMS

Common Assessments – Assessments, either formative or summative, that are created collaboratively, before teaching the course, by a team of teachers responsible for the same grade level or course. These may be part of a Lesson Study cycle.

Differentiated Instruction – A teacher’s response to learners’ needs by differentiating content, process, or product.

Formative Assessment – A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

In-process Measures – In-process measures track the performance of a process as it is unfolding, providing real-time feedback that can be acted upon without waiting for the process to end, at which point end-of-process or outcome measures tell you the results of that process.

Learning Management System – Individualized access to data which will include student data, personal data, and professional development data.

Pre-Assessment – Any method, strategy or process used to determine a student’s current level of readiness, prior knowledge, or interest in order to plan for appropriate instruction.

Progress Monitoring – Formal evaluations of student learning provided at specific times throughout the year prior to the final evaluation. Teachers use data to adjust instruction.

Multiple Data Sources – more than two.

Professional Growth Plan (PGP) – Personal, individualized plan to improve instruction as evidenced by improved student achievement.

Qualitative/Quantitative Data – Qualitative data approximates or characterizes but does not measure the attributes, characteristics, properties, etc., of a thing or phenomenon (e.g., surveys, questionnaires, observations, etc.). Quantitative data is data measured or identified on a numerical scale. Numerical data can be analyzed using statistical methods, and results can be displayed using tables, charts, histograms and graphs. Qualitative data describes whereas quantitative data (e.g., test scores) defines. NOTE: Numbers can be found in both qualitative and quantitative data. Qualitative data is more subjective in nature, whereas quantitative is more objective. Examples: FCAT scores – quantitative; classroom test scores on tests made up by a teacher – a blend of subjectivity and objectivity; surveys – subjective.

Stretch Goal – A goal that significantly impacts teacher practice and ultimately, student performance. “Stretch” applies to new or significantly strengthened professional practice; e.g., having students use technology in the classroom for the first time, or having students use a different technology than used previously.

Summative Assessment – A means to determine a student’s mastery of information, knowledge, skills, concepts, etc. after the unit or learning activity has been completed.





Teacher Professional Growth Plan (PGP) Goal

Name Click here to enter text.

School Click here to enter text.

RATIONALE FOR DP TARGET: 250 – 300 words

Click here to enter text.

Quantitative Data:

Click here to enter text.

Qualitative Data:

Click here to enter text.

PROFESSIONAL GROWTH PLAN GOAL:

Click here to enter text.

WORK PLAN STRATEGIES:		Grading Period: (Select dropdown)
1.	Click here to enter text.	Select Grading Period
2.	Click here to enter text.	Select Grading Period
3.	Click here to enter text.	Select Grading Period
4.	Click here to enter text.	Select Grading Period
5.	Click here to enter text.	Select Grading Period
6.	Click here to enter text.	Select Grading Period
7.	Click here to enter text.	Select Grading Period

OUTCOME MEASURES:

Click here to enter text.





Professional Growth Plan (PGP) Development Scoring and Feedback

Teacher Number _____ School _____

Development Goal					
Professional Growth Plan: Development					
Elements (Refer to PGP Development Rubric)	Ratings & Scoring				Comments
	6	5	3	1	
1) Development of PGP Goal					
Elements (Refer to PGP Development Rubric)	Ratings & Scoring				Comments
	6	5	3	1	
2) Work Plan Strategies					
Elements (Refer to PGP Development Rubric)	Ratings & Scoring				Comments
	6	5	3	1	
3) Outcome Measures & Reflections					
column subtotals					

Total ÷ 3

Total score:

OUTCOME MEASURES AND REFLECTION:

Evaluator's Number Date





Professional Growth Plan (PGP) Development
Administrator Final Scoring and Feedback

Teacher Number _____ School _____

Table with 6 columns: Elements (Refer to PGP Development Rubric), Ratings & Scoring (6, 5, 3, 1), and Comments. Rows include: 1) Development of PGP Goal, 2) Work Plan Strategies, 3) Outcome Measures & Reflections. Includes a 'column subtotals' row at the bottom.

Total ÷ 3

Total score: [input box]

Professional Growth Plan Development Final Scoring table with columns: Teacher Leader Scores (1, 2, 3, Average), Admin Score, and Average Pts Earned. Row: Professional Growth Plan (PGP) Development

_____/_____
Administrator Date





BPS Instructional Personnel Evaluation Instrument Classroom Teacher

Name _____
Last First MI

Emp ID: _____

School/Dept _____ Select School/Dept

School/Dept # _____ School/Dept#

Principal/Dept Head _____

School Year: _____

Assignment _____ Contract Status Select...

Contract Type: _____ Select...

PERFORMANCE AREAS	RATINGS
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A. Quality of Instruction (*Must be completed for all certificated employees*):

Instructional Design and Lesson Planning

Rubric: Dimension 1

1. Sets instructional outcomes and aligns instruction with state-adopted standards.
2. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons.
3. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments.
4. Requires students to understand and demonstrate skills and competencies.

6-Distinguished

4-Proficient

2-Professional Support Needed

1-Unsatisfactory

SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0

SELF

0.00

ADMIN

0.00

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Learning Environment

Rubric: Dimension 2

1. Creates and maintains a safe and organized learning environment.
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.
3. Allocates and manages time, space, resources.
4. Manages student conduct.
5. Models and teaches clear, acceptable communication skills.
6. Maintains a climate of inquiry.
7. Integrates appropriate technologies.
8. Creates a positive environment of respect and rapport.

6-Distinguished 2-Professional Support Needed	4-Proficient 1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

SELF ADMIN

Teacher Comments:

Administrator Comments:

Instructional Delivery and Facilitation

Rubric: Dimension 3

1. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, and modifies instruction to respond to student misconceptions.
2. Employs higher order questions.
3. Applies varied instructional strategies and resources.
4. Delivers engaging, challenging and relevant lessons.
5. Differentiates instruction.
6. Provides immediate and specific feedback to students.

6-Distinguished 2-Professional Support Needed	4-Proficient 1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0
0	0

SELF ADMIN

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Assessment

Rubric: Dimension 4

- 1. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.
- 2. Modifies teacher made assessments to accommodate diversity.
- 3. Communicates assessment data to students and parents.

6-Distinguished	4-Proficient
2-Professional Support Needed	1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0

SELF **0.00** ADMIN **0.00**

Teacher Comments:

Administrator Comments:

B. Quality of Instruction *(Must be completed for all certificated employees):*

Professional Responsibility and Ethical Conduct

Rubric: Dimension

- 1. Demonstrates punctuality, attendance, and timely completion of records and reports.
- 2. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics.
- 3. Demonstrates professionalism.
- 4. Initiates professional communication with appropriate stakeholders.
- 5. Applies technology to organize and communicate assessment information.
- 6. Establishes a relationship of mutual trust and respect with parents and community members. Provides information about school and community resources to parents.

6-Distinguished	4-Proficient
2-Professional Support Needed	1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0

SELF **0.00** ADMIN **0.00**

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





A. FORMATIVE SCORING BY ADMINISTRATOR:

COMPONENT	POSSIBLE POINTS	POINTS EARNED
Total Observation Points	30	0.00

Administrator Comments:

Large empty rectangular box for Administrator Comments.

Teacher Comments:

Large empty rectangular box for Teacher Comments.

My signature indicates that this evaluation has been discussed with me:

Signature of Employee *(Blue Ink Only)*

Date

Signature of Principal/Administrative Supervisor *(Required - Blue Ink Only)*

Date

Signature of Assistant Principal *(Required - Blue Ink Only)*

Date





Instructional Personnel – Short-Term Contract Evaluation

Name _____ School Year _____
Last First MI

Department/School _____ Principal/Dept Head _____
Name Number

Assignment _____

_____ has rendered _____ performance for the short term period of _____
(dates)

Summary Statement (Required):

Signature of Principal/Administrative Supervisor *(Required - Blue Ink Only)* / Date

Signature of Assistant Principal *(Required - Blue Ink Only)* / Date

Teacher Comments (Optional):

My signature indicates that this evaluation has been discussed with me:

Signature of Employee *(Blue Ink Only)* / Date





Instructional Professional Development Assistance Plan (PDAP) Form

Employee _____

Principal / Supervising Administrator's Name

Dimension Standard

Specific Behaviors	
#	Description

Strategies for Improvement	
#	Description

Assistance Plan	
#	Description

Date for Follow-Up: _____

_____ / _____	_____ / _____
Employee's Signature <i>(Blue Ink Only)</i>	Administrator's Signature <i>(Blue Ink Only)</i>
Date	Date

Date for Follow-Up Review: _____

_____ / _____	_____ / _____
Employee's Signature <i>(Blue Ink Only)</i>	Administrator's Signature <i>(Blue Ink Only)</i>
Date	Date





Mid-Year Conference

Teacher Name _____ School _____

General Reflection

How are you progressing on your PGP goals?

[Large empty box for reflection]

Are you meeting or not meeting the goals you established?

[Large empty box for reflection]

_____/_____
Employee's Signature / Date
(Blue Ink Only)

_____/_____
Administrator's Signature / Date
(Blue Ink Only)





Evaluation Summary Calculation Form Classroom Teachers

Name _____ Emp ID: _____ School Year _____
Last First MI

School/Dept Name _____ Select School/Dept _____ School/Dept # Schl/Dpt# Contract Status: INTERIM ANNUAL

Principal/Dept Head _____ Assignment _____ New Hire AC CC/PSC

Formative Evaluation Observation Component

Component 1: Description	Pts Possible	Self Score	Pts Earned
A. Quality of Instruction (Dimensions 1 - 4)			
1. Instructional Design & Lesson Planning	6		
2. Learning Environment	6		
3. Instructional Delivery & Facilitation	6		
4. Assessment	6		
B. Professional Responsibility, Conduct and Relationships <i>Dimension5</i>			
5. Professional Responsibility and Ethical Conduct	6		
Component 1: Cumulative Total (Sections A + B)	30		

Continuous Professional Improvement Component

Component 2: Description	# of PGP Raters	Teacher Leader Scores				Admin Score	Average Pts Earned
		(1)	(2)	(3)	Average		
A. Professional Growth Plan (PGP) Development	3						
						Self Score	Average Pts Earned
B. Professional Growth Plan (PGP) Implementation						Admin Score	
C. Collaboration and Mutual Accountability						Total Team Points	Average Pts Earned
Component 2: Cumulative Total (Sections A + B + C)						20	
FORMATIVE EVALUATION TOTAL (Components 1 & 2)						50	

_____/_____/_____
 Employee's Signature Date Administrator's Signature Date

_____/_____/_____
 Assistant Principal's Signature Date





Two-Year Beginning Teacher Support System Documentation

Teacher Name _____ School _____

Requirements for the Completion of the Professional Education Competency requirements for teachers on a temporary teaching certificate or teaching less than one full year

1. _____	Administrator	Two Evaluations per year 1 st year: _____ Evaluation 1 _____ Evaluation 2 2 nd year: _____ Evaluation 1 _____ Evaluation 2
2. _____	Administrator selects a qualified Mentor/Coach	Requirements <ul style="list-style-type: none"> • At least three (3) years of Effective Teaching • Administrator approval • Completion of the 3 day Clinical Educator Training • Mentoring / Coaching Orientation training
3. _____	Mentor / Coach	Must observe the teacher two times per year for two years Using Data Collection Tools Complete the coaching cycle for each observation 1 st year: _____ Observation 1 _____ Observation 2 2 nd year: _____ Observation 1 _____ Observation 2
4. _____	New Teacher	_____ Attendance to the New Teacher Academy (December)
5. _____	New Teacher	_____ Attendance and completion of follow up for six (6) hours of Professional Development in Learning Environment – Classroom Management: New Teacher Orientation (NTO) / Classroom Management, B.E.S.T.) Orientation to include the 6 revised FEAPS
6. _____	New Teacher	_____ Two observations in effective teachers' classroom (1 st year) Date 1: _____ Date 2: _____ _____ Two observations in effective teachers' classroom (2 nd year) Date 1: _____ Date 2: _____ <i>(Log left in teacher's portfolio at the school)</i>
7. _____	Administrator	_____ Complete the six (6) Accomplished Practice Observation Checklist _____ Documentation of Completion of all the requirements listed on this document. <i>(Turn in these sheets to Induction Office)</i>





DOCUMENT OF COMPLETION STATEMENT
Brevard County Induction Program

Teacher Name: _____

Employee ID#: _____

Start Date: _____

School: _____

Teaching Assignment: _____

It is my professional opinion that _____ beginning teacher in the Brevard County School District.

_____ **HAS**

_____ **HAS NOT**

successfully completed the Brevard Count Induction Program.

_____ *Please continue in the program for the _____ school – year.*

Administrator’s Signature

Date





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Our Mission is to Serve Every Student with Excellence as the Standard!



Methods of Determining Student Achievement

Grade/Subject	Elementary	Middle	Senior
Kindergarten to 2 nd Grade	<ul style="list-style-type: none"> • SAT 10 • FAIR • District-Determined Tests 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
3 rd Grade	<ul style="list-style-type: none"> • NRT • FAIR • FCAT 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
4 th & 5 th Grades	<ul style="list-style-type: none"> • FCAT Reading • FCAT Mathematics 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
	<ul style="list-style-type: none"> • FCAT Reading 	<ul style="list-style-type: none"> • FCAT Reading 	<ul style="list-style-type: none"> • FCAT (9-10) • District-Determined Tests (11-12)
Reading / Language Arts / Reading Coaches			
Mathematics	<ul style="list-style-type: none"> • FCAT Mathematics 	<ul style="list-style-type: none"> • FCAT Mathematics 	<ul style="list-style-type: none"> • FCAT (9-10) • District-Determined Tests (11-12)
Science	<ul style="list-style-type: none"> • FCAT Science (5th Grade only) 	<ul style="list-style-type: none"> • FCAT Science (8TH Grade Only) • AP • AICE • IB • District-Determined Tests (11-12) 	<ul style="list-style-type: none"> • Biology EOC • District-Determined Tests (11-12)
Social Studies	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • District-Determined Tests 	<ul style="list-style-type: none"> • District-Determined Tests
Guidance	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics
Media Specialists	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics
Physical Education & Art	<ul style="list-style-type: none"> • District-Determined Tests • Performance Rankings 	<ul style="list-style-type: none"> • District-Determined Tests • Performance Rankings 	<ul style="list-style-type: none"> • District-Determined Tests • Performance Rankings
Exceptional Student Education	<ul style="list-style-type: none"> • FCAT Data • District-Determined Tests 	<ul style="list-style-type: none"> • FCAT Data • District-Determined Tests 	<ul style="list-style-type: none"> • FCAT Data • District-Determined Tests
Music	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics • District-Determined Tests 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics • District-Determined Tests • Performance Rankings 	<ul style="list-style-type: none"> • District-Determined Tests • Performance Rankings
Foreign Language	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • School FCAT Reading • District-Determined Tests • Performance Rankings 	<ul style="list-style-type: none"> • District-Determined Tests • Performance Rankings
Technical & Career Education	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • District-Determined Tests 	<ul style="list-style-type: none"> • District-Determined Tests
Career Education Teachers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • National Industry Certificate
School Social Workers	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics
School Administrators	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics 	<ul style="list-style-type: none"> • School FCAT Reading • School FCAT Mathematics



13-14 Evaluation Cycle Business Rules Table

Elementary School Instructional Positions		
Area of Responsibility	Student Group	Student Measure
PK-3 rd	Assigned Students	District Growth Measure Assessments
4 th , 6 th	Assigned Students	FCAT Reading and Math Aggregated VAM (up to 3 years)
5 th	Assigned Students	FCAT Reading and Math Aggregated VAM (up to 3 years)
All Elective Areas	Assigned Students	FCAT Reading and Math Aggregated VAM (One year ONLY)
Itinerant Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (One year ONLY)
ESE Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (up to 3 Years Data)
ESOL Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (up to 3 Years Data)
ESE School Specialists	Whole School Scores	FCAT Reading and Math Aggregated VAM (up to 3 Years Data)
Instructional Coaches Guidance Counselors All other non-classroom Instructional Staff	Whole School Scores	FCAT Reading and Math Aggregated VAM (up to 3 Years Data)
Media Specialists	Whole School Scores	FCAT Reading Aggregated VAM (Up to 3 Years Data)
Reading Specific Instructional Coaches	Whole School Scores	FCAT Reading Aggregated VAM (Up to 3 Years Data)
Math Specific Instructional Coaches	Whole School Scores	FCAT Math Aggregated VAM (Up to 3 Years Data)
Science Specific Instructional Coaches	Whole School Scores	FCAT Math Aggregated VAM (Up to 3 Years Data)
Math & Science Specific Instructional Coaches	Whole School Scores	FCAT Math Aggregated VAM (Up to 3 Years Data)
Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.		



Middle School Instructional Positions		
Area of Responsibility	Student Group	Student Measure
7 th -8 th Language Arts	Assigned Students	FCAT Reading Aggregated VAM (Up to 3 Years Data)
7 th -8 th Reading	Assigned Students	FCAT Reading Aggregated VAM (Up to 3 Years Data)
7 th -8 th FCAT Math	Assigned Students	FCAT Math Aggregated VAM (Up to 3 Years Data)
8 th Algebra 1	Assigned Students	8 th Grade Algebra 1 EOC VAM (UP to 3 Years Data)
7 th -8 th All Other Math	Assigned Students	FCAT Math Aggregated VAM
7 th Science	Assigned Students	FCAT Science Aggregated VAM (One Year of Data)
8 th Science	Assigned Students	FCAT Science Aggregated VAM (One Year of Data)
7 th -8 th Social Studies	Assigned Students	FCAT Reading Aggregated VAM (One Year of Data)
All Elective Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (One Year of Data)
Itinerant Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (One Year of Data)
ESE Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (One Year of Data)
ESOL Teachers	Assigned Students	FCAT Reading and Math Aggregated VAM (One Year ONLY)
ESE School Specialists	Whole School Scores	FCAT Reading and Math Aggregated VAM (One year ONLY)
Instructional Coaches Guidance Counselors All other non-classroom Instructional Staff	Whole School Scores	FCAT Reading and Math Aggregated VAM (One year ONLY)
Media Specialists	Whole School Scores	FCAT Reading Aggregated VAM (One year ONLY)
Reading Specific Instructional Coaches	Whole School Scores	FCAT Reading Aggregated VAM (One year ONLY)
Math Specific Instructional Coaches	Whole School Scores	FCAT Math Aggregated VAM (One year ONLY)
<i>Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.</i>		





High School Instructional Positions		
Area of Responsibility	Student Group	Student Measure
9 th -10 th Language Arts	Assigned Students	FCAT Reading Aggregated VAM (Up to 3 Years Data)
11 th -12 th Language Arts	Assigned Students	ACT Predictive Measure
9 th -10 th Reading	Assigned Students	FCAT Reading Aggregated VAM (Up to 3 Years Data)
11 th -12 th Reading	Assigned Students	ACT Predictive Measure
9 th Algebra 1	Assigned Students	9 th Grade Algebra 1 EOC VAM (UP to 3 Years Data when available)
9 th -10 th Math	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
11 th -12 th Math	Assigned Students	ACT Predictive Measure
9 th -10 th Science	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY), Biology EOC
11 th -12 th Science	Assigned Students	ACT Predictive Measure
9 th -10 th Social Studies	Assigned Students	ACT Predictive Measure
11 th -12 th Social Studies	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
All Elective Areas	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
Itinerant Teachers	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
ESE Teachers	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
ESOL Teachers	Assigned Students	FCAT Reading Aggregated VAM (One year ONLY)
Media Specialist	Whole School Score	FCAT Reading Aggregated VAM (One year ONLY)
Reading Instructional Coach	Whole School Score	FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure
Science Instructional Coach	Whole School Score	FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure
Math Instructional Coach	Whole School Score	ACT Predictive Measure
Guidance Counselors	Whole School Score	FCAT Reading Aggregated VAM (One year ONLY) ACT Predictive Measure
All Other Non-Classroom Instructional Staff	Whole School Score	FCAT Reading Aggregated VAM (One year ONLY)
<i>Teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher.</i>		

District Instructional Positions		
Area of Responsibility	Student Group	Student Measure
All District Based Instructional Staff	Whole District Score	FCAT Reading and Math Aggregated VAM (Up to 3 years of Data)



Student Performance/Growth Measures

Each of these categories will be weighted and aggregated in the final determination of a teacher's 45 point summative score to include every student associated with them.

- FCAT reading and math type courses that receive a Teacher Aggregated VAM score from the state.
 - The teacher's score will be based on either a 1, 2, or 3 year aggregate based on their concurrent FCAT course experience.
 - A teacher must have a minimum of 8 students associated with the most current year's score AND have at least 8 student associations in each of the qualified prior years.
- 8th grade algebra 1 EOC type course that receive a Teacher Aggregated VAM score from the state.
 - The teacher's score will be based on either a 1, 2, or 3 year aggregate based on their concurrent EOC course experience.
 - A teacher must have a minimum of 8 students associated with the most current year's score AND have at least 8 student associations in each of the qualified prior years.
- 9th grade algebra 1 EOC type courses that receive a Teacher Aggregated VAM score from the state.
 - The teacher's score will be based on either a 1, 2, or 3 year aggregate based on their concurrent EOC course experience.
 - A teacher must have a minimum of 8 students associated with the most current year's score AND have at least 8 student associations in each of the qualified prior years.
 - New Hires are required to have only one year's data with at least 8 students.
- Teachers that do not teach FCAT reading or math type courses will have scores associated with their students' (students they teach) FCAT reading/math or Algebra 1 EOC VAM scores provided by the state. Depending on what course they teach their scores will be calculated by either the FCAT reading VAM, FCAT math VAM, 8th grade Algebra 1 EOC VAM, 9th grade Algebra 1 EOC VAM or a combination of these. This score will encompass only the most current year.
- The following will be the basis for district growth measures and predictive target scores.
 - K = KLS and MI Growth Measures
 - 1-2 = DRLA/Bella Growth Measures
 - 3 = FAIR/FCAT Predictive Score
 - 11 = 10 Grade FCAT/ACT Predictive Scores
 - 12 = TBD
- School Based teachers that do not have any student population assigned to them.
 - SAV for reading or math or both...depending on their assignment.
- District Based teachers that do not have any student population assigned to them.
 - DAV for reading or math or both...depending on their assignment
 -

Teachers may fall within several categories and their scores will be calculated as a weighted average of each category, encompassing all students associated with the specific teacher.



Value-Added Measures

Elementary VAM Cut Scores	
District Points	VAM Score Range
45	0.89 and Above
44	0.78 to 0.88
43	0.67 to 0.77
42	0.56 to 0.66
41	0.45 to 0.55
40	0.34 to 0.44
39	0.23 to 0.33
38	0.12 to 0.22
37	0.01 to 0.11
36	-0.11 to 0.00
35	-0.22 to -0.12
34	-0.33 to -0.23
33	-0.44 to -0.34
32	-0.55 to -0.45
31	-0.66 to -0.56
30	-0.77 to -0.67
29	-0.88 to -0.78
28	-0.99 to -0.89
27	-1.2 to -1.1
26	-1.31 to -1.21
25	-1.42 to -1.32

Middle / High/ Alt VAM Cut Scores	
District Points	VAM Score Range
45	0.63 and Above
44	0.56 to 0.62
43	0.49 to 0.55
42	0.42 to 0.48
41	0.35 to 0.40
40	0.28 to 0.34
39	0.21 to 0.27
38	0.14 to 0.20
37	0.07 to 0.13
36	-0.21 to 0.00
35	-0.31 to -0.22
34	-0.40 to -0.31
33	-0.51 to -0.42
32	-0.61 to -0.52
31	-0.71 to -0.62
30	-0.81 to -0.72
29	-0.91 to -0.82
28	-1.01 to -0.92
27	-1.11 to -1.02
26	-1.21 to -1.12
25	-1.31 to -1.22
24	-1.41 to -1.32
23	-1.51 to -1.42
22	-1.61 to -1.52
21	-1.71 to -1.62
20	-1.81 to -1.72
19	-1.91 to -1.82
18	-2.01 to -1.92
17	-2.12 to -2.01
16	-2.22 to -2.11
15	-2.32 to -2.21



Dimension 1: Instructional Design and Lesson Planning for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Sets instructional outcomes and aligns instruction with state-adopted standards	1. Instructional goals and/or program-related objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students.	1. Session plans are aligned to the district adopted curriculum maps, district/state assessments, and/or program-related objectives.	1. Session plans are not consistently aligned to the district adopted curriculum maps, district/state assessments, and/or program related objectives.	1. Session plans, pacing guides, when available, do not align with the district adopted curriculum maps, district/state assessments, and/or program related objectives.
II. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual schools.	1. Makes accurate use of student achievement data (school or district level) when making instructional or program-related decisions.	1. Accesses data to view school achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. When data is accessed, it may not be used to make decisions. 3. Does not consider data to make changes in instruction.
III. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments	1. High quality formative and/or summative assessments are designed that accurately measure student learning of the objectives.	1. Session is planned in detail around clearly defined objectives.	1. Session plans are based on activities or resources rather than focused on objectives.	1. There is little evidence of monitored learning or use of appropriate instructional resources.
IV. Requires students to understand and demonstrate skills and competencies	1. Assessment tasks are embedded within the session and/or require a performance component for students to demonstrate what they know and are able to do.	1. Session objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.	1. Although students are aware of the posted lesson objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.	1. Session objectives are not known to students and students do not know what they are expected to know and be able to do.



Dimension 2: Learning Environment for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Creates and maintains a safe and organized learning environment	<ol style="list-style-type: none"> 1. Implements and routinely reinforces, and students assume responsibility for regulations and established procedures to ensure student safety needs are consistently met. 2. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. 	<ol style="list-style-type: none"> 1. Implements and routinely reinforces regulations and established procedures to ensure student safety needs are consistently met. 	<ol style="list-style-type: none"> 1. Does not consistently reinforce regulations and/or is not clear about established procedures in emergency situations. 	<ol style="list-style-type: none"> 1. Is non-compliant and/or negligent with regard to supervision of students during the course of a session.
II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment	<ol style="list-style-type: none"> 1. Fosters and creates, through collaboration among students, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every student. 2. Teachers create an environment where students assume responsibility and hold themselves accountable for their learning. 	<ol style="list-style-type: none"> 1. Fosters a stimulating and inclusive learning environment. 2. Teacher assumes responsibility for student learning. 	<ol style="list-style-type: none"> 1. Does not individualize student attainment of session objectives. 2. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ol style="list-style-type: none"> 1. Fails to use procedures for independent and/or cooperative group work. 2. Engages in learning solely on provided materials (e.g., textbook or curriculum sequence) with little or no individualized instruction for students to meet specific learning needs or to account for district/school initiatives.
III. Allocates and manages time, space, resources	<ol style="list-style-type: none"> 1. Arranges physical resources proactively to assure accessibility to all students, taking into account individual needs. 2. Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning. 	<ol style="list-style-type: none"> 1. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning. 	<ol style="list-style-type: none"> 1. Failure to utilize and maintain facilities/equipment results in loss of learning opportunities. 	<ol style="list-style-type: none"> 1. Poor use of physical resources and space is evident and/or learning is not accessible to some students resulting in considerable "down-time."

Our Mission is to Serve Every Student with Excellence as the Standard!

BPS Instructional Personnel Performance Appraisal System



Dimension 2: Learning Environment for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Creates a Positive Environment of Respect and Rapport

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
IV. Manages student conduct	<ol style="list-style-type: none"> Students contribute to ground rules and standards of conduct upheld by all members of the session. The focus of management is to maximize student learning time and students show a respect for the rights of others to learn. 	<ol style="list-style-type: none"> Standards for student conduct are evident, clear, and the physical environment supports a nurturing learning environment. Teacher is alert to student behavior at all times and manages student conduct. 	<ol style="list-style-type: none"> Teacher is generally aware but misses the activities of some students. Management techniques do not consistently assist students in developing individual responsibility for learning and behavior. 	<ol style="list-style-type: none"> Response to student behavior is inconsistent or negative and counterproductive.
V. Creates a Positive Environment of Respect and Rapport	<ol style="list-style-type: none"> Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students demonstrate caring for one another in the classroom setting. 	<ol style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general respect and caring. 	<ol style="list-style-type: none"> Teacher—student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. 	<ol style="list-style-type: none"> Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.
VI. Models and teaches clear, acceptable communication skills	<ol style="list-style-type: none"> Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. Teacher's spoken and written language conforms to standard English and contains well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend student vocabulary. Teacher/student interactions serve as a model of respectful rapport. 	<ol style="list-style-type: none"> Directions, procedures, and feedback are clear to students. Teacher's spoken and written language conforms to standard English. Teacher/student interactions serve as a model of respectful rapport. 	<ol style="list-style-type: none"> Directions, procedures, and feedback are clarified to students after initial student confusion. Teacher's spoken language is audible and when written, is legible. Teacher/student interactions are cordial, but may not transfer to positive student/student relations. 	<ol style="list-style-type: none"> Directions, procedures, and feedback are confusing to students. Teacher's spoken language is inaudible to some students. Writing is illegible or contains errors in grammar or syntax. Teacher/student interactions reflect a lack of rapport.
VII. Maintains a climate of inquiry	<ol style="list-style-type: none"> Facilitates a culture of professional inquiry that promotes student leadership in learning and in applying a variety of problem solving, inquiry-based strategies. Engages students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions. Problem solving culminates in student generated real-world applications. 	<ol style="list-style-type: none"> Engages students in problem solving inquiry-based activities through the use of high level questioning. Students' interactions and responses indicate individual understanding of content and/or concepts. 	<ol style="list-style-type: none"> Includes some problem solving and inquiry-based activities. Some students are not involved or adequately prepared, do not understand or are not engaged in the processes. A limited number of effective inquiry-based strategies are used. 	<ol style="list-style-type: none"> Instruction does not regularly include problem solving or inquiry-based activities. Students are not involved and no effort is evident
VIII. Integrates Appropriate Technologies	<ol style="list-style-type: none"> Creates a rich learning environment in which students regularly engage in activities and create products that would have been difficult to achieve without student integrated technology. 	<ol style="list-style-type: none"> Uses technology to construct teaching materials and learning activities. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology. 	<ol style="list-style-type: none"> Teacher uses technology to deliver curriculum content to students. Students use technology passively for drill and practice and computer-based training. 	<ol style="list-style-type: none"> Technology to promote organizational efficiency and to support instruction is not evident.





Dimension 3: Instructional Delivery & Facilitation for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions	1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline. 2. Uses a variety of checks for understanding during strategic points in the session to identify learning gaps and adjust instruction. 3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.	1. Instruction is based on content knowledge that is accurate and current. 2. Recognizes problems and makes adjustments during the session in response to student understanding and performance.	1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. 2. Does not check for understanding or recognize gaps in learning during the session.	1. Instruction references inaccurate, outdated content knowledge. 2. Does not use checks for understanding during the session.
II. Employs higher order questions	1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers. 2. Much of the questioning involves analysis and synthesis.	1. Questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	1. Questioning strategies invite quality responses. 2. Provide the correct answers and students are not given the opportunity to think things through.	1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources	1. Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all students and support desired outcomes.	1. Uses multiple instructional strategies to maintain focus, engage students and support desired outcomes for all students.	1. Makes use of a limited number of instructional strategies to support student understanding.	1. Session time is often filled with activities that merely consume time and do not contribute to desired outcomes.
IV. Delivers engaging, challenging and relevant lessons	1. High levels of rigor and relevance challenge students to be intellectually engaged throughout.	1. Sessions are designed to provide students with rigorous content that is intellectually engaging.	1. Sessions spend the majority of the time on knowledge level tasks that may require only some intellectual engagement.	1. Sessions are too easy or for the majority of students, and time is spent on irrelevant tasks with low intellectual engagement.
V. Differentiates Instruction	1. Differentiates instruction efficiently and appropriately by content, process and product to address the unique learning differences of students. 2. Clearly anticipates and addresses the wide range of learning styles and abilities that may be present in the session. 3. Provides opportunities for student choice in demonstrating mastery of learning goals.	1. Provides evidence of incorporating various differentiated instructional strategies (e.g. <i>grouping by interest, multiple intelligences</i>) to meet the needs of students with varying learning styles and abilities.	1. Provides little evidence of incorporating various differentiated instruction.	1. Does not differentiate instruction to address the needs of students with varying learning styles and abilities.
VI. Provides immediate and specific feedback to students	1. Provides timely, deliberate, and consistent feedback during guided practice, discussion and major activities.	1. Provides timely and consistent feedback.	1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.	1. Provides inadequate or no feedback: feedback provided is not provided in a timely manner.



Dimension 4: Assessment for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress	1. Consciously plans and uses data results from multiple formative and summative assessments to make decisions regarding <ul style="list-style-type: none"> • Professional development needs • Student achievement trends in similar schools or feeder patterns • Students' progress in relation to learning standards 2. Seeks opportunities to evaluate assessment data on overall district or school data and by subgroups. 3. Progress monitoring data is regularly used to provide specific feedback to individual schools or appropriate stakeholders.	1. Uses data results from multiple formative and summative assessments strategically to set and adjust professional development goals based on district needs. 2. Gathers data from various sources and uses data to design sessions for targeted students.	1. Gathers data results from formative and summative assessments, but does not rely on data when determining district needs. 2. Use of formative assessment data is rudimentary, assessing some instructional outcomes.	1. Does not incorporate assessment data to target students or in session development or differentiate assessments for individuals.
II. Modifies teacher made assessments to accommodate diversity	1. Efficiently and appropriately differentiates assessments by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities.	1. Appropriately differentiates assessments to address the unique learning differences of students that have a wide range of learning styles and abilities.	1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities.	1. Assessments are "one size fits all."
III. Communicates assessment data to students and parents	1. Responds promptly to requests for data from district or school leaders. 2. Teacher is proactive in creating and maintaining frequent and effective two-way communication with schools and individual students. 3. Seeks opportunities to assist schools in making decisions based on assessment data. 4. Uses technology to organize, monitor, and communicate learning and assessment information to appropriate stakeholders.	1. Creates and maintains effective communication with all stakeholders regarding assessment data. 2. Teacher has designed a system for documenting and reporting student learning and credit. This is shared with schools and individual students in advance. 3. Teachers lead conferences or sessions with school groups to share assessment data with stakeholders.	1. Communicates assessment data to schools or stakeholders at the end of the school year. 2. Teacher does not consistently communicate learning credits with individual students or schools in a timely fashion. 3. Discusses data-based decisions only when required.	1. Has little or no communication with stakeholders regarding assessment data. 2. Students and schools do not know the value of learning credits until they appear on official transcripts. 3. Does not use assessment data in making decisions.

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BPS Instructional Personnel Performance Appraisal System



Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
I. Demonstrates punctuality, attendance, and timely completion of records and reports	1. Complies fully with all district or department rules, policies and procedures regarding punctuality and attendance. 2. Has developed a system for maintaining information on programs, reports and other data which is efficient, current and useful.	1. Complies with district or department rules, policies and procedures. 2. The system for maintaining information on programs, reports and other data is effective.	1. Inconsistently complies with district or department rules, policies and procedures. 2. The system for maintaining programs, reports and other data is rudimentary and only partially effective.	1. Does not comply with district or department rules, policies and procedures. 2. There is no system of record keeping; records or other data or the system are in disarray.
II. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics	1. The teacher complies with district and department policies, rules, procedures and the Code of Ethics. 2. The teacher acts proactively in fostering compliance amongst colleagues with standards of excellence and demonstrates leadership in exhibiting a high ethical standard of decorum throughout the district or department setting.	1. The teacher complies fully with district and department policies, rules, procedures and the Code of Ethics.	1. Inconsistently complies with district and department policies, rules, procedures and/or the Code of Ethics.	1. The teacher does not comply with district and department policies, rules, procedures and/or the Code of Ethics.
III. Demonstrates professionalism	1. Displays conduct based on the highest professional standards. 2. Acts honestly and with integrity when dealing with students, parents, colleagues and/or the community. 3. The teacher demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.	1. Deals with students, parents and/or colleagues with honesty and integrity. 2. The teacher participates in and implements district initiatives.	1. Uses poor judgment when dealing with students, parents and/or colleagues.	1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.

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BPS Instructional Personnel Performance Appraisal System



Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Students may include district and school-based administrators, teachers, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Distinguished (6 pts)	Proficient (4 pts)	Professional Support Needed (2 pts)	Unsatisfactory (1 pt)
IV. Initiates professional communication with appropriate stakeholders	<ol style="list-style-type: none"> 1. Promotes a two way partnership between district and community. 2. Maintains regular communication between district and community members regarding the instructional programs and the progress of individual schools. 3. Efforts to connect district and community stakeholders to the instructional program are frequent and successful. 4. These may include, but are not limited to, newsletters, student events, Board updates, information sessions, websites, electronic communication, and phone calls. 5. Schools understand what they are expected to know and be able to do. 	<ol style="list-style-type: none"> 1. Provides regular information about the instructional program. 2. Is available as needed to respond to stakeholder concerns. 3. Efforts to connect district and community stakeholders are successful. 	<ol style="list-style-type: none"> 1. Participates in district's activities for stakeholder communication but offers limited information regarding the instructional program. 2. Stakeholders' concerns are only partially addressed with little or no follow up. 3. Makes minimal attempts to connect stakeholders to the instructional program. 	<ol style="list-style-type: none"> 1. Provides little or no information about the instructional program. 2. Does not respond or responds inappropriately to stakeholder concerns. 3. Makes no attempt to connect stakeholders to the instructional program.
V. Establish relationship of mutual trust and respect with parents and community members	<ol style="list-style-type: none"> 1. Consistently considers background and culture when working with stakeholders. 2. Demonstrates sensitivity, respect, and understanding of diverse community to build positive relationships with all stakeholders. 	<ol style="list-style-type: none"> 1. Demonstrates sensitivity, respect, and understanding of diverse community to build a positive relationship. 	<ol style="list-style-type: none"> 1. Does not establish a relationship of trust and mutual respect with stakeholders. 	<ol style="list-style-type: none"> 1. Does not maintain a community-friendly learning environment. 2. Does not consistently reach out to invite stakeholders to collaborate and participate in learning.



BPS Instructional Personnel Evaluation Instrument Resource Teachers

Name _____
Last First MI

Emp ID: _____

School/Dept _____ Select School/Dept

School/Dept # _____ School/Dept#

Principal/Dept Head _____

School Year: _____

Assignment _____ Contract Status Select...

Contract Type: _____ Select...

PERFORMANCE AREAS	RATINGS
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A. Quality of Instruction (*Must be completed for all certificated employees*):

Instructional Design and Lesson Planning

Rubric: Dimension 1

1. Sets instructional outcomes and aligns instruction with state-adopted standards.
2. Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons.
3. Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments.
4. Requires students to understand and demonstrate skills and competencies.

6-Distinguished

4-Proficient

2-Professional Support Needed

1-Unsatisfactory

SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0

SELF

0.00

ADMIN

0.00

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Learning Environment

Rubric: Dimension 2

1. Creates and maintains a safe and organized learning environment.
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.
3. Allocates and manages time, space, resources.
4. Manages student conduct.
5. Models and teaches clear, acceptable communication skills.
6. Maintains a climate of inquiry.
7. Integrates appropriate technologies.
8. Creates a positive environment of respect and rapport.

6-Distinguished 2-Professional Support Needed	4-Proficient 1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

SELF ADMIN

Teacher Comments:

Administrator Comments:

Instructional Delivery and Facilitation

Rubric: Dimension 3

1. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, and modifies instruction to respond to student misconceptions.
2. Employs higher order questions.
3. Applies varied instructional strategies and resources.
4. Delivers engaging, challenging and relevant lessons.
5. Differentiates instruction.
6. Provides immediate and specific feedback to students.

6-Distinguished 2-Professional Support Needed	4-Proficient 1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0
0	0

SELF ADMIN

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Assessment

Rubric: Dimension 4

- 1. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.
- 2. Modifies teacher made assessments to accommodate diversity.
- 3. Communicates assessment data to students and parents.

6-Distinguished	4-Proficient
2-Professional Support Needed	1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0

SELF 0.00 ADMIN 0.00

Teacher Comments:

Administrator Comments:

B. Quality of Instruction *(Must be completed for all certificated employees):*

Professional Responsibility and Ethical Conduct

Rubric: Dimension

- 1. Demonstrates punctuality, attendance, and timely completion of records and reports.
- 2. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics.
- 3. Demonstrates professionalism.
- 4. Initiates professional communication with appropriate stakeholders.
- 5. Applies technology to organize and communicate assessment information.
- 6. Establishes a relationship of mutual trust and respect with parents and community members. Provides information about school and community resources to parents.

6-Distinguished	4-Proficient
2-Professional Support Needed	1-Unsatisfactory
SELF	ADMINISTRATOR
0	0
0	0
0	0
0	0
0	0
0	0

SELF 0.00 ADMIN 0.00

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





A. FORMATIVE SCORING BY ADMINISTRATOR:

COMPONENT	POSSIBLE POINTS	POINTS EARNED
Total Observation Points	30	0.00

Administrator Comments:

Large empty rectangular box for Administrator Comments.

Teacher Comments:

Large empty rectangular box for Teacher Comments.

My signature indicates that this evaluation has been discussed with me:

Signature of Employee (Blue Ink Only)

Date

Signature of Principal/Administrative Supervisor (Required - Blue Ink Only)

Date

Signature of Assistant Principal (Required - Blue Ink Only)

Date





Evaluation Summary Calculation Form Resource Teachers

Name Last First MI Emp ID: School Year

School/Dept Name Select School/Dept School/Dept # Schl/Dpt# Contract Status: INTERIM ANNUAL

Principal/Dept Head Assignment New Hire AC CC/PSC

Formative Evaluation Observation Component

Table with 4 columns: Component 1: Description, Pts Possible, Self Score, Pts Earned. Rows include A. Quality of Instruction (Dimensions 1-4) and B. Professional Responsibility, Conduct and Relationships (Dimension 5).

Continuous Professional Improvement Component

Table with 4 columns: Component 2: Description, # of PGP Raters, Teacher Leader Scores (1, 2, 3, Average), Admin Score, Average Pts Earned. Rows include A. Professional Growth Plan (PGP) Development, B. Professional Growth Plan (PGP) Implementation, and C. Collaboration and Mutual Accountability.

Employee's Signature

Date

Administrator's Signature

Date





Evaluation Summary Calculation Form (continued)

Name _____
Last First MI

School Year _____

Student Performance / Growth Measures

Component 3: Description	Pts Possible	Pts Earned
1. Student Achievement Results		
1a Value Added	45	
1b Collaborative Team	5	
Component 3: Cumulative Total (Sections 1 + 2)	50	

Alignment Component and Final Calculation

Final Calculation	Pts Possible	Pts Earned
Formative Evaluation Total (Components 1 & 2)	50	
Student Performance Total	50	
Component 3: Cumulative Total (Sections 1 + 2)	100	

Highly Effective
 Effective
 Needs to Improve
 Unsatisfactory





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Dimension 1: Instruction/Intervention Planning and Design

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	<ul style="list-style-type: none"> Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions. 	<ul style="list-style-type: none"> Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Does not work with team to identify, problem solve, and plan academic and behavioral interventions. Ineffectively demonstrates the practice/skill required
Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	<ul style="list-style-type: none"> Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. 	<ul style="list-style-type: none"> Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Instruction and interventions are not aligned with school improvement priorities and other mandates
Applies evidence-based research and best practices to improve instruction/interventions.	<ul style="list-style-type: none"> Applies evidenced-based best practices when developing and planning instruction and interventions across all levels (individual, targeted group, school, systems). 	<ul style="list-style-type: none"> Applies evidence-based and best practices when developing and planning instruction and intervention. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Fails to apply or poorly applies evidence-based and best practices when developing and planning instruction and intervention
Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.	<ul style="list-style-type: none"> Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports. 	<ul style="list-style-type: none"> Develops a support plan that reflects the goals of student/client systems and supports the goal. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Support plans are ineffectively developed

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Dimension 2: Learning Environment

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	<ul style="list-style-type: none"> Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate. 	<ul style="list-style-type: none"> Interacts with school personnel to promote and implement school-wide positive behavior supports. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not interact with school personnel to promote and implement school-wide positive behavior supports. Poorly demonstrates the practice/skill required
Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience ownership).	<ul style="list-style-type: none"> Examines need and feasibility for systemic intervention to support and increase student engagement district-wide. 	<ul style="list-style-type: none"> Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not consult with school personnel to support and /or increase student engagement. Ineffectively demonstrates the practice/skill required
Promotes safe school environments.	<ul style="list-style-type: none"> Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools. 	<ul style="list-style-type: none"> Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence). 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Fails to demonstrate or ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff
Integrates relevant cultural issues and contexts that impact family–school partnerships.	<ul style="list-style-type: none"> Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school. 	<ul style="list-style-type: none"> Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not or ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
Integrates appropriate technology	<ul style="list-style-type: none"> Applies technology to organize, monitor, and communicate student assessment information to appropriate stakeholders. 	<ul style="list-style-type: none"> Uses technology to communicate student assessment information in a timely manner. 	<ul style="list-style-type: none"> Struggles to use technology to communicate student assessment data. 	<ul style="list-style-type: none"> Does not use technology to communicate student assessment data.
Promotes a continuum of crisis intervention services	<ul style="list-style-type: none"> Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination. 	<ul style="list-style-type: none"> Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not effectively demonstrate skills related to intervention services.





Dimension 2: Learning Environment - continued

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Allocates and manages time, space, and resources	<ul style="list-style-type: none"> • Arranges physical resources to assure accessibility to all parents and students 	<ul style="list-style-type: none"> • Use of physical resources and space contribute to student success. 	<ul style="list-style-type: none"> • Use of physical space limits accessibility to parents and students. 	<ul style="list-style-type: none"> • Poor use of physical space and resources.
Models clear, acceptable communication skills	<ul style="list-style-type: none"> • Spoken and written language conforms to standard English and contains well-chosen vocabulary. 	<ul style="list-style-type: none"> • Spoken and written language conforms to standard English. 	<ul style="list-style-type: none"> • Spoken and written language is not always clear and understood. 	<ul style="list-style-type: none"> • Poor use of standard English.
Directions, procedures, and feedback are clear to all stakeholders	<ul style="list-style-type: none"> • Directions, procedures, and feedback are clear to all stakeholders. 	<ul style="list-style-type: none"> • Directions, procedures, and feedback are clear to most stakeholders. 	<ul style="list-style-type: none"> • Directions, procedures, and feedback are clarified to stakeholders after initial confusion 	<ul style="list-style-type: none"> • Directions and procedures are confusing.

Dimension 3: Instructional Delivery & Facilitation

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.	<ul style="list-style-type: none"> Facilitates the development of services at the school/ district level by planning and implementing interventions that address systemic issues/concerns. 	<ul style="list-style-type: none"> Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required.
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	<ul style="list-style-type: none"> Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services. 	<ul style="list-style-type: none"> Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not consult/collaborate Demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
Implements evidence-based practices within a multi-tiered framework.	<ul style="list-style-type: none"> Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports. 	<ul style="list-style-type: none"> Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not incorporate. Ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	<ul style="list-style-type: none"> Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families. 	<ul style="list-style-type: none"> Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not identify barriers to learning or connect students with resources that support positive outcomes/goals. Ineffectively demonstrates the practice/skill required.
Promotes student outcomes related to career and college readiness.	<ul style="list-style-type: none"> Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment. 	<ul style="list-style-type: none"> Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	<ul style="list-style-type: none"> Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors. 	<ul style="list-style-type: none"> Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.



Dimension 4: Assessment

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Collects and uses data to develop and implement interventions within a problem-solving framework.	<ul style="list-style-type: none"> Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. 	<ul style="list-style-type: none"> Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Does not collect or use data to inform interventions within a problem-solving framework Ineffectively demonstrates the practice/skill required
Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<ul style="list-style-type: none"> Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. 	<ul style="list-style-type: none"> Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Does not analyze, integrate, and interpret data from multiple source or use data to inform decisions Ineffectively demonstrates the practice/skill required
Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	<ul style="list-style-type: none"> Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes. 	<ul style="list-style-type: none"> Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention Ineffectively demonstrates the practice skill required
Shares student performance data in a relevant and understandable way with students, parents, and administrators.	<ul style="list-style-type: none"> Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs. 	<ul style="list-style-type: none"> Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Does not provide feedback on student performance and other assessment data Does not present data in a way that is understandable and relevant Ineffectively demonstrates the practice/skill required



Dimension 5: Professional Responsibilities & Ethical Practice

Elements	Highly Effective (6 pts)	Effective (4 pts)	Needs to Improve (2 pts)	Unsatisfactory (1 pt)
Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	<ul style="list-style-type: none"> Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes. 	<ul style="list-style-type: none"> Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not develop a personal professional growth plan with goals related to performance evaluation outcomes Shows ineffective effort in this practice/skill.
Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	<ul style="list-style-type: none"> Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers. 	<ul style="list-style-type: none"> Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Does not participate in professional development opportunities Demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
Implements knowledge and skills learned in professional development activities.	<ul style="list-style-type: none"> Integrates acquired knowledge and training into practice for professional community. 	<ul style="list-style-type: none"> Integrates and applies acquired knowledge and training into professional practice. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.

Our Mission is to Serve Every Student with Excellence as the Standard!

BPS Instructional Personnel Performance Appraisal System



<p>Demonstrates effective recordkeeping and communication skills.</p>	<ul style="list-style-type: none"> • Supports record/data management system impact on practice and facilitates active listening among professional learning community members. 	<ul style="list-style-type: none"> • Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener. 	<ul style="list-style-type: none"> • Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> • Does not or ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
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Dimension 5: Professional Responsibilities & Ethical Practice

<p>Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards</p>	<ul style="list-style-type: none"> • Demonstrates a clear understanding of professional practice standards and ethics. • Operationalizes standards in day-to-day practice as a model for professional community members. 	<ul style="list-style-type: none"> • Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels. 	<ul style="list-style-type: none"> • Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ul style="list-style-type: none"> • Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena
<p>Creates a Positive Environment of Respect and Rapport</p>	<ul style="list-style-type: none"> • Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. • Students appear to trust the teacher with sensitive information. • Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting peers respectfully when needed. 	<ul style="list-style-type: none"> • Teacher interactions with students reflect the same amount of respect given to and expected from every student. • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the experience and cultures of the students. 	<ul style="list-style-type: none"> • Teacher –student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit only minimal respect for the teacher. • Students are disrespectful to one another. 	<ul style="list-style-type: none"> • Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate. • Students exhibit disrespect for the teacher. • Student interactions are characterized by conflict, sarcasm, or put-downs.
<p>Reports to parents about student performance and academic progress</p>	<ul style="list-style-type: none"> • Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance. 	<ul style="list-style-type: none"> • Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance. 	<ul style="list-style-type: none"> • Limited information shared with stakeholders on student progress at the district or school level. • Does not provide an accurate picture of student performance in a timely manner. 	<ul style="list-style-type: none"> • Does not provide stakeholders with information about students' performance and academic progress.

Our Mission is to Serve Every Student with Excellence as the Standard!

BPS Instructional Personnel Performance Appraisal System



BPS Instructional Personnel Evaluation Instrument Non-Classroom Teacher

Name _____ Emp ID: _____ School Year _____
Last First MI

School/Dept Name _____ School/Dept # _____ Contract Status: INTERIM ANNUAL

Principal/Dept Head _____ Assignment _____ New Hire AC CC/PSC

PERFORMANCE AREAS

RATINGS

A. Quality of Instruction *(Must be completed for all certificated employees):*

Instructional Design and Lesson Planning

Rubric: Dimension 1

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and strategies.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.

Distinguished		Proficient		Professional Support Needed		Unsatisfactory	
3		2		1		0	
SELF	ADMIN	SELF	ADMIN	SELF	ADMIN	SELF	ADMIN
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SELF		ADMIN		0.00		0.00	

Teacher Comments:

Administrator Comments:

Learning Environment

Rubric: Dimension 2

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.
5. Integrates appropriate technology.
6. Promotes a continuum of crisis intervention services.
7. Allocates and manages time, space, and resources.
8. Models clear, acceptable communication skills.
9. Directions, procedures, and feedback are clear to all stakeholders.

Distinguished		Proficient		Professional Support Needed		Unsatisfactory	
3		2		1		0	
SELF	ADMIN	SELF	ADMIN	SELF	ADMIN	SELF	ADMIN
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SELF		ADMIN		0.00		0.00	

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Instructional / Intervention Delivery and Facilitation

Rubric: Dimension 3

- 1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.
2. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impeded learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Table with 8 columns: Distinguished (3), Proficient (2), Professional Support Needed (1), Unsatisfactory (0). Each column has SELF and ADMIN sub-columns. Includes a grid of radio buttons and a summary row with SELF and ADMIN scores of 0.00.

Teacher Comments:

Administrator Comments:

Assessment

Data-Based Decision-Making and Evaluation of Practices

Rubric: Dimension 4

- 1. Collects and uses data to develop and implement interventions within a problem-solving framework.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and teachers and administrators.

Table with 8 columns: Distinguished (3), Proficient (2), Professional Support Needed (1), Unsatisfactory (0). Each column has SELF and ADMIN sub-columns. Includes a grid of radio buttons and a summary row with SELF and ADMIN scores of 0.00.

Teacher Comments:

Administrator Comments:

B. Quality of Instruction (Must be completed for all certificated employees):

Professional Responsibility and Ethical Conduct

Rubric: Dimension 5

- 1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and address area of need on the evaluation.
2. Engages in targeted professional growth opportunities and reflective practice (e.g., professional learning communities(PLC).
3. Implements knowledge and skills learned in professional development activities.
4. Demonstrates effective recordkeeping and communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.
6. Creates a positive environment of respect and rapport.
7. Reports to parents about student performance and academic progress.

Table with 8 columns: Distinguished (3), Proficient (2), Professional Support Needed (1), Unsatisfactory (0). Each column has SELF and ADMIN sub-columns. Includes a grid of radio buttons and a summary row with SELF and ADMIN scores of 0.00.

Teacher Comments:

Administrator Comments:

Initials: Administrator _____ Teacher _____





Principal Comments:

Large empty rectangular box for Principal Comments.

Teacher Comments (Optional):

Large empty rectangular box for Teacher Comments (Optional).

My signature indicates that this evaluation has been discussed with me:

Signature of Employee (Blue Ink Only)

Date

Signature of Principal/Administrative Supervisor (Required - Blue Ink Only)

Date

Signature of Assistant Principal (Required - Blue Ink Only)

Date



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Dr. Brian T. Binggeli
Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent,
Division of Curriculum
and Instruction,
Equity Coordinator

Mr. Robin L. Novelli
Director
Office of High
School Programs

Ms. Pamela Treadwell
Director
ESE Administrative
Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
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Melbourne, Florida 32940-6601
(321) 633-1000

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Office of Employee Benefits

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