

HUMAN RESOURCES

TEACHER DEVELOPMENT PLAN

HUMAN RESOURCE TEACHER DEVELOPMENT PLAN

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INTRODUCTION

The Pasco County Human Resources Teacher Development Plan revision represents the efforts of the steering committee to combine the effective schools research and best practice related to teachers and the statutory requirements related to teacher assessment. The Plan includes sections describing the procedures for recruitment, selection and certification of teachers. It now provides an induction plan, a professional development plan that is significantly changed from the original HRTD Plan and a revised assessment plan.

Subcommittees were formed for each of the sections addressed in the HRTD Plan. The chairs were: Recruitment--Anita Mullins; Selection--Judith Kistler; Certification--Ed Mutell; Induction--Lori Hartwig; Professional Development--Jennifer Smith; Assessment--James Davis.

The following persons served on the Steering Committee:

Al Bashaw	Director	Student Services
Ruth Biggs	Director	Curriculum & Instructional Services
Maria Crosby	Director	Prekindergarten Services
Jim Davis	Director	Employee Relations
Kathy Divine	Director	Research & Evaluation Services
Bob Dorn	Admin. Asst. for Sec., Adult, & Altn. Schools	Superintendent's Office
Andy Frelick	Principal	Thomas E. Weightman Middle School
John Gaines	Asst. Supt. for Admin.	Superintendent's Office
Elizabeth Geiger	President	United School Employees of Pasco
Lori Hartwig	Supervisor	Staff Development
Anne Johnson	Director	Voc., Adult, & Community Ed.
Buff Johnson	Principal	Pasco High School
Jean Johnson	Principal	San Antonio Elementary School
Judith Kistler	Director (Chair)	Human Resources
John Mann	Principal	Seven Springs Elem. School
Marti Meacher	Principal	Sanders Memorial Elem. School
Leila Mizer	Principal	R. B. Cox Elementary School
Anita Mullins	Supervisor	Human Resources
Ed Mutell	Supervisor	Human Resources
Terri Mutell	Principal	Richey Elementary School
Oma Pantridge	Director	Exceptional Student Education
Max Ramos	Principal	Land O' Lakes High School

Sandy Ramos

Cheryl Renneckar

Chuck Rine

Susan Rine

Frank Roder

John Schafchuk

Jennifer Smith

Jonnie Sprimont

Roni Sushko

Tina Tiede

Sharon Trese

Asst. Supt.
for Instr.

Principal

Principal

Admin. Asst.
for Elem. Schools

Behavioral Spec.

Principal

Director

Director

Principal

Principal

Parent

Superintendent's Office

Gulf High School

Centennial Elementary School

Superintendent's Office

Thomas E. Weightman Middle School

Gulfside Elementary School

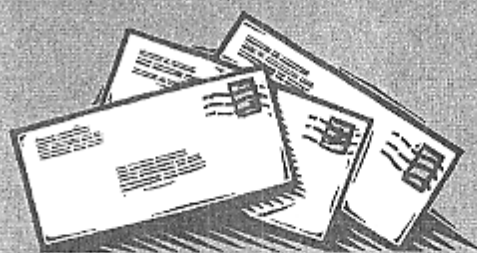
Staff Development

District Instructional Media Center

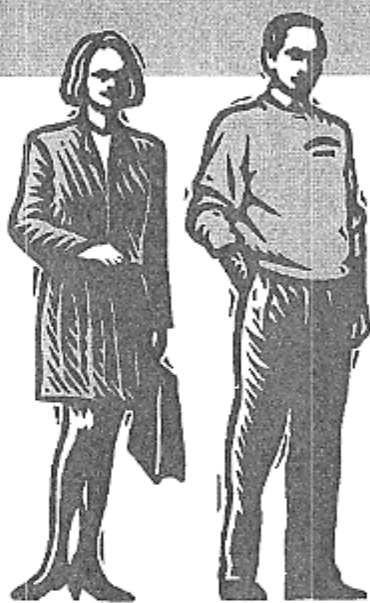
Seven Springs Middle School

River Ridge Middle/High School

Deer Park Elementary School



Recruitment



Human Resources Teacher Development Plan

RECRUITMENT

DEFINITION: Recruitment is the process of increasing the number of qualified people who apply for the District School Board of Pasco County instructional vacancies.

OBJECTIVE OF RECRUITMENT PLAN: The main objective of this plan is to maximize the number of qualified personnel applying for each instructional position.

RECRUITING POLICIES AND PROCEDURES: The procedures listed below must be implemented in such a manner as to ensure compliance with equal opportunity employment mandates and all pertinent federal laws and state of Florida laws, rules, regulations, and District School Board of Pasco County policies.

This plan shall guarantee that effective communication exists between the potential applicant and the school system. The process should ensure that the applicant is fully informed about the position and, at the same time, the instructional district staff and school principals will have the information needed to assess the applicant's suitability for the position.

The policies governing teacher recruitment shall be congruent with the competencies, expectations, and processes used in teacher performance assessment.

Interview questions shall be developed that target dimensions and/or competencies that are a part of the teacher assessment process.

QUALIFIED INSTRUCTIONAL PERSONNEL SHALL BE RECRUITED BOTH WITHIN THE DISTRICT AND OUTSIDE THE DISTRICT

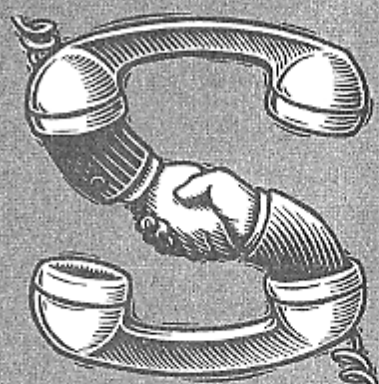
Procedures for recruiting personnel within the district:

1. Authorized notices of instructional vacancies shall be posted at every work site. Notices shall include: position, contact person, application deadline date, required and desired qualifications and procedures for initiating application.
2. Administrators should attempt to identify potential instructional applicants and provide them with pertinent information.
3. Job description books shall be available at every work site and updated as revisions and additions are made.

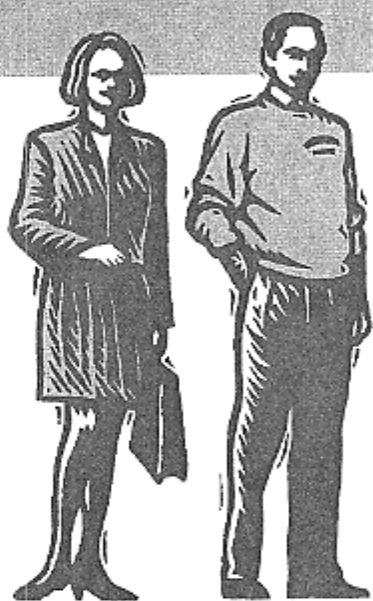
4. "Walk-In" potential applicants shall be provided information and assistance. Para to Professional Program, PCASA Scholarships, and local Staff Development opportunities are provided. Educational opportunities for employees are promoted through such programs as.....

Procedures For Recruiting Personnel outside the district:

1. On campus interviews at various colleges and universities shall be scheduled. Follow-up methods may include but not be limited to:
 - a. letter requesting return of application materials
 - b. telephone calls
 - c. interview schedule coordination
 - d. motel discounts for applicants visiting district
2. Appropriate media shall be utilized for advertisements for Instructional vacancies:
 - a. Methods of advertising may include, but not be limited to:
 - Internet
 - Professional journals
 - Professional conventions
 - Professional organizations
 - Special organizations
 - Radio and/or television
 - Community and campus newspapers
 - b. Other sources may include, but not be limited to:
 - Direct solicitation
 - Unsolicited applications
 - Communication with university education professors
 - Florida Teacher Referral and Recruitment Center
 - Advertising in campus newspapers, bulletin boards, offices



Selection



Human Resources Teacher Development Plan

SELECTION

DEFINITION: Selection is the process of determining which applicants are eligible for appointment to instructional positions in the Pasco County School System.

OBJECTIVES OF SELECTION: The process is designed to provide:

1. Instructional personnel who possess a high level of competence.
2. Systematic procedures which are linked to:
 - a. instructional performance;
 - b. job responsibilities;
 - c. defined competencies that are part of the instructional personnel assessment process;
 - d. knowledge of instructional techniques;
 - e. knowledge of identified curriculum area(s); and
 - f. effective teacher attributes.
3. Screening procedures which are fair and equitable.
4. Adequate records of the steps taken during selection.

SELECTION POLICIES AND PROCEDURES: The procedures listed below must be implemented in such a manner as to ensure compliance with District School Board of Pasco County policies; equal employment opportunity mandates; all pertinent federal laws; and State of Florida laws, rules, and regulations.

This plan shall guarantee that effective communication exists between the applicant and the school system. The plan should ensure that the applicant is fully informed about his/her status in the selection process. The process should ensure that the human resources department, instructional departments, and school principals cooperate in maintaining effective lines of communication regarding information related to the status of instructional applicants.

The policies governing selection shall be congruent with the competencies, expectations, and processes used in instructional personnel performance assessment.

Screening criteria and interview questions shall be developed which are congruent with application requirements, position qualifications, instructional performance, job responsibilities, defined competencies that are a part of the instructional personnel assessment process, knowledge of instructional techniques, knowledge of identified curriculum area(s), and possession of effective teacher attributes.

Interviewing teacher candidates shall be the primary responsibility of the principals. Instructional personnel who are assigned to district level positions will be interviewed by the appropriate district director or supervisor prior to a recommendation for selection. Principals are encouraged to request assistance from subject area supervisors when appropriate.

THE SELECTION PROCESS

PREPARATION:

The Director of Human Resources will coordinate preparation activities for the selection process with assistance from the district instructional departments and/or school level administrative personnel. Activities will include the following:

1. Reviewing the "Application for Instructional Position," MIS Form #342, and updating the form to incorporate items which will assist in obtaining additional information regarding the qualifications of applicants.
2. Reviewing the procedures used to screen applications for instructional positions and designing and publishing a set of criteria to be used to screen applications.
3. Coordinating, for each subject or program area, the development of a set of questions which can be used by principals to assist in the determination of knowledge of instructional techniques and of subject or program area knowledge.
4. Designing and publishing a set of procedures and/or guidelines for school administrators (and for district administrators who have direct selection responsibilities) to follow during the selection process. Such procedures and/or guidelines will include, but not be limited to, information regarding the following interview responsibilities:
 - a. deciding which applicants should or should not be interviewed;
 - b. preparing for the interview;
 - c. reviewing the application package;

- d. developing and using an interview guide(s);
 - e. conducting the interview;
 - f. completing the interview form (MIS Form #302);
 - g. making the hire/not hire recommendation; and,
 - h. keeping records.
5. Developing a set of guidelines to be used to determine whether instructional personnel who apply for transfers and reassignments are doing so within the same program, subject areas, or level.
 6. Providing training in the selection process to school administrators and to district administrators who have direct selection responsibilities.

STEPS IN THE SELECTION PROCESS:

STEP 1

Applicants for an instructional position must complete and submit an "Application for Instructional Position" form to the Department of Human Resources. The Department of Human Resources will review the contents of the applicant's application package, transcripts, and references to determine if the applicant should be interviewed. The department will inform applicants of their eligibility for a school or district level interview. In cases where an applicant is denied an interview, the applicant shall be notified in writing and written documentation of the reason(s) for the decision shall be attached to the application form.

For recruiting purposes, district administrators may request that for low-incidence, critical shortage, or priority hiring areas, a copy of each applicant's application be forwarded to them for the purpose of recruiting activities. Such activities may include mailing information, making phone calls, discussing programs and benefits, and/or conducting a district screening interview.

STEP 2

Upon receipt of interview eligibility from Human Resources, the applicant may contact the school principals or, in the case of a district level position, the appropriate district administrator(s) for an interview(s) for advertised positions.

STEP 3: INTERVIEWS

Principals will review the contents of an applicant's application package, including transcripts, references, Veteran's Preference eligibility, and writing sample.

Principals will interview applicants using a set of questions which will elicit information regarding academic preparation, experiences, intended behaviors, and effective teacher attributes. Principals will determine each applicant's suitability for advertised positions, taking into account the unique characteristics of each position.

Principals are encouraged to involve other school level administrators and/or instructional personnel to gather information regarding applicants. In cases where other personnel are involved in the information gathering process, it is the principal's responsibility to ensure that there is consistency in questioning, questioning is job related, and only legal questions are asked. Principals may request that district administrators assist in the screening and/or selection process. For each applicant who is interviewed, principals will complete an instructional interview form (MIS #302) which will be submitted to the Department of Human Resources for inclusion in the application jacket.

STEP 4

Principals will verify at least one professional reference before making a selection recommendation. (For a Pre-K teacher, the Policy Council's approval of the Selection decision is necessary prior to the appointment of the teacher.)

STEP 5

Principals will notify all applicants of their selection status. This notification shall be in writing and shall be accomplished in a timely fashion. Applicants eligible for Veteran's Preference must be notified by certified mail.

STEP 6

Applicants are responsible for completing all forms necessary for appointment to an instructional position.

STEP 7

Principals will be responsible for submitting required papers for any applicant who is recommended for an advertised position.

STEP 8

The Director of Human Resources will compile a list of applicants who have been recommended for appointment by principals for advertised positions.

STEP 9

The Superintendent or designee will present the list of candidates to the School Board for approval.

TRANSFERS AND REASSIGNMENTS

The transfer or reassignment of instructional personnel will be in accordance with established policies of the District School Board of Pasco County and the appropriate Articles and Sections of the Master Teacher Contract.

Instructional personnel who are employed with the District School Board of Pasco County may apply for transfer or reassignment to another instructional position. This application will be initiated by the completion and submission of the appropriate transfer form (MIS #356).

In cases where an advertised instructional position is in the same program or subject area and at the same level as the employee's current instructional position, the employee may enter at Step #2 in the selection process.

In cases where an advertised position is in a program, subject area, or level which is different than the employee's current instructional position, the employee may be asked to provide additional information, including transcripts and/or references, which may be placed in the employee's personnel file.

TEMPORARY APPOINTMENTS

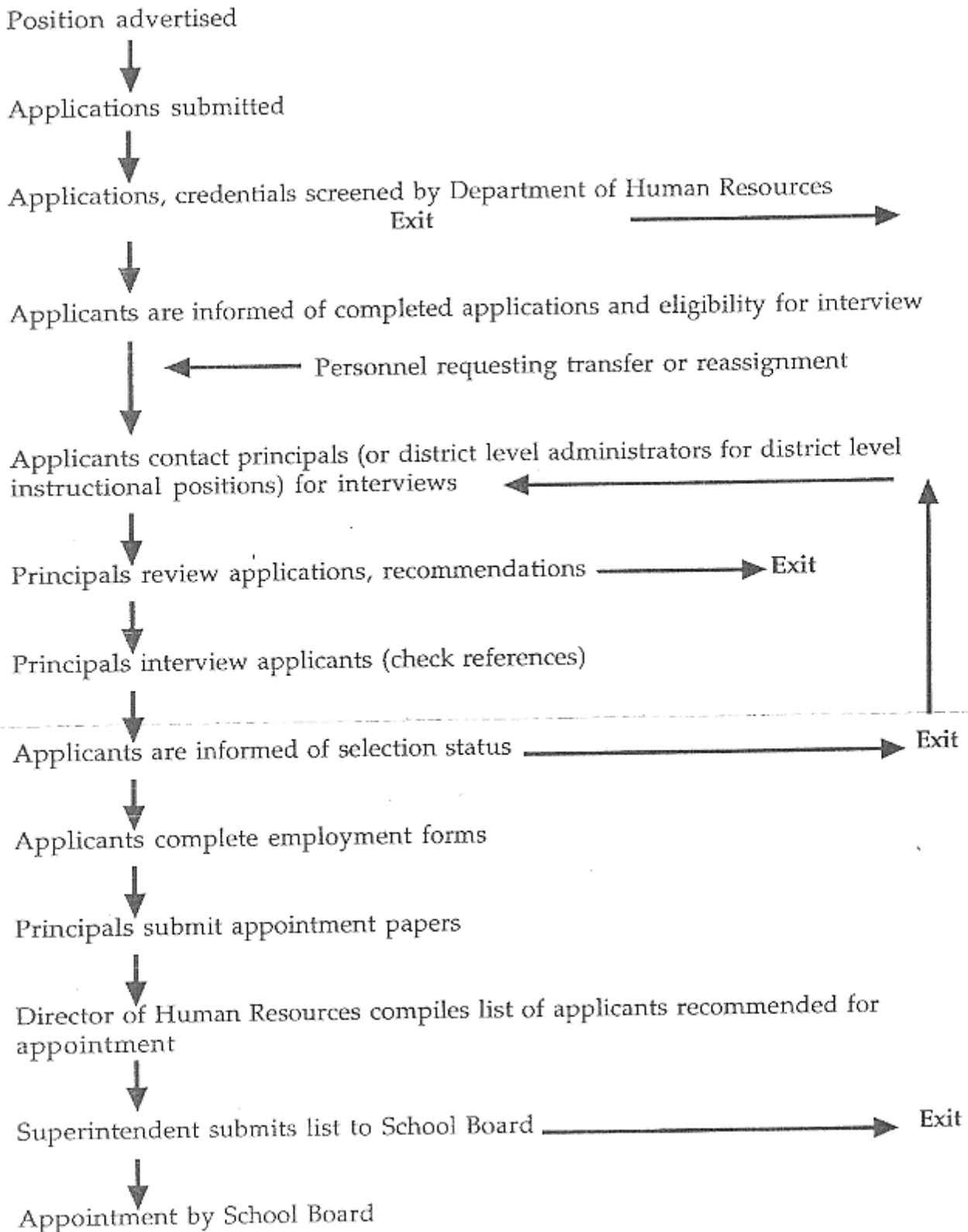
On a temporary basis, the Superintendent, subject to School Board approval, may fill any instructional position which occurs as a result of an emergency or which occurs as a result of a leave of absence. As soon as possible, the position will be advertised, and the procedures for selection will be followed.

EXCEPTIONS TO THE PROCEDURES

No portion of the selection process will supersede or cancel any of the District School Board of Pasco County policies, equal employment opportunity mandates, all pertinent federal laws, State of Florida laws, rules, and regulations, or the following portions of the Master Teacher Contract:

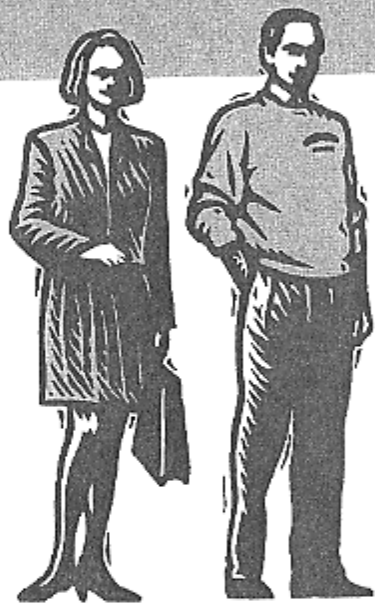
- Article VII, Section C - Transfers and Reassignments
- Article VII, Section D - Involuntary Transfers
- Article VII, Section E - Reduction in Force
- Article XI, Section A - Filling of (Summer School) Positions

THE SELECTION PROCESS





Certification



Human Resources Teacher Development Plan

TEACHER CERTIFICATION

DEFINITION: Teacher certification is the credentialing process used by the Florida Department of Education and the District School Board of Pasco County to ensure that instructional employees, through the application of state statutes, state board rules, and school board policy, have the appropriate credentials to teach students.

OBJECTIVES OF CERTIFICATION: The objective of teacher certification is to ensure that instructional personnel have the appropriate training and skill level to work with students.

While instructional employees are responsible for obtaining and maintaining the appropriate certification to teach, the Human Resources Department has specific objectives related to teacher certification. These include:

1. Monitoring the certification status of all instructional employees.
2. Providing current information on the process for obtaining and maintaining certification.
3. Processing requests for District School Board of Pasco County issued certificates.
4. Processing recertification requests.
5. Monitoring out-of-field teachers and providing assistance as appropriate.

GENERAL INFORMATION:

Certification requirements are found in state statutes, state board rules, and School Board Policies. Each year, significant changes are made which can greatly impact employees holding, or seeking a teaching certificate. In order to provide accurate information and assistance to instructional employees and applicants, the Human Resources Department:

1. Employs full time staff members, trained by the Florida Department of Education, to assist teachers with issues relating to certification.
2. Publishes a variety of flyers, handouts, and other documents.
3. Provides access to the Florida Department of Education Home Page and related certification pages through the District School Board Home Page.

4. Processes application requests and other certification paperwork. Each employee holding a teaching certificate is ultimately responsible for maintaining it. While the Human Resources Department provides assistance, reminders, and information, the final responsibility for being certified remains with the employee.

INITIAL CERTIFICATION:

During the application stage, the following steps may occur:

1. As teaching applications are received in Human Resources, an initial review of the submitted transcripts is completed for each applicant.
2. A determination of the area(s) in which each applicant can be certified is made.
3. The Human Resources Department lists the certification areas applicants are approved for on the Applicant Databases.

After an applicant is offered employment, a centralized hiring appointment is scheduled. One half of the centralized hiring appointment is devoted to the certification of the new employee. During the centralized hiring appointment, testing requirements, certification application procedures, coursework, etc., are discussed. Each new employee receives a personalized certification checklist of requirements he or she must complete. This checklist is signed by a Human Resources employee and the new employee. A copy of this checklist is sent to the hiring principal or appropriate administrator.

Principals are encouraged to review each checklist so they may assist, as appropriate, the new employee in completing his or her requirements. Best practice would be for principals to assist new employees by asking them to develop a plan on how they are going to complete their certification requirements and reviewing that plan with them during performance reviews.

With few exceptions, teachers who are issued a temporary certificate by the Florida Department of Education have two years to complete all of the requirements necessary to obtain a professional teaching certificate. These requirements include:

1. Completing all tests including the College Level Aptitude and Skills Test (CLAST),
2. Finishing any professional preparation coursework,

3. Demonstrating professional competence as defined in statute and rule. Teachers who work fewer than 99 days during their first year of employment are eligible to receive a one year extension. Teachers who have completed all requirements except for completing professional preparation coursework are eligible to receive an additional two year temporary certificate under current statutes and rules.

The following procedures are followed during the the initial two-year temporary certificate period for instructional employees:

1. At the end of the first year of employment or at the beginning of the second, those employees who have not completed all of their certification requirements will receive a letter from Human Resources Department outlining the outstanding certification requirements that still must be completed.
2. Warning letters are copied to the appropriate principal or administrator. Principals are strongly encouraged to review the contents of each letter with their employees.
3. An employee who has not completed all of his or her certification requirements by April of the second year of the temporary certificate will receive a nonreappointment letter.
4. If an employee receives a nonreappointment letter, the employee has until June 30th of that year to complete the outstanding requirements. If the employee completes the certification requirements by June 30th, the employee may be reappointed. If the employee does not, the employee will be nonreappointed.
5. Teachers who are being nonreappointed for reasons other than certification end their employment when their contracts expire, regardless of their certification status. After June 30th, the District School Board of Pasco County has no further obligation to the employee.

OUT-OF-FIELD INFORMATION:

Teachers who teach a subject that is not covered by their certificate are considered out-of-field. The following represents important information and procedures relevant to out-of-field issues:

1. In almost all cases, a teacher who teaches out-of-field must complete six semester hours within twelve months from the initial date of assignment,

2. If the hours are not completed, the employee may not be placed out-of-field in that area, or any other area (including ESOL), until the hours have been completed,
3. The State of Florida and the District School Board of Pasco County have the clear expectation that all efforts will be made to employ only in-field teachers,
4. In those cases where an administrator has been unable to secure an in-field teacher, the administrator must contact a Human Resources Department administrator before making an offer of employment,
5. A database of teachers who have been out of field in Pasco County, and their current status, is available to administrators,
6. Before an administrator makes an offer of employment to an applicant who previously taught in Pasco County, the administrator needs to verify that the applicant does not have an unfulfilled out-of-field permit on file,
7. When a teacher is teaching out-of-field (including ESOL), the parents must be notified in writing. This can be accomplished by sending home individual letters to each parent or by placing the information in a newsletter distributed to all parents,
8. Before FTE week in October, Human Resources checks the certification of each teacher against the TERMS listing of the courses that each teacher has been assigned,
9. All teachers who are out-of-field are listed for School Board approval,
10. Out-of-field teachers sign an out-of-field permit form which the principal signs as well,
11. The Human Resources Department provides a booklet on out-of-field requirements and other general information to assist each out-of-field teacher,
12. Principals are encouraged to review the information contained on the permit with each out-of-field teacher at their schools. Principals are strongly encouraged to conference with their out-of-field teachers to make sure they have a plan for completing the out-of-field requirements,
13. Because out-of-field teachers typically lack the specific content courses for the appropriate certification, principals can provide support to their out-of-field teachers by pairing them up with an informal mentor,

14. Because most out-of-field teachers are teaching in critical shortage areas, many out-of-field teachers can receive tuition reimbursement for the courses they take to satisfy their out-of-field permits. The Human Resources Department coordinates the Florida Department of Education Tuition Reimbursement Program. Information about the program is distributed to school principals and appropriate directors each year. Administrators can assist out-of-field teachers by making sure the information is discussed/posted as appropriate,
15. Out-of-field teachers are given priority consideration, when appropriate, in class registration for training offered through the District School Board of Pasco County,
16. The Human Resources Department works closely with local colleges and universities to provide teachers with appropriate course offerings and opportunities to satisfy out-of-field permits,
17. The Human Resources Department provides periodic summary lists of out of field teachers to principals and supervisors. Administrators are encouraged to check the out-of-field teacher database to follow the status of out-of-field teachers at their cost center,
18. At reappointment time, each out-of-field teacher who has not satisfied his or her permit receives a letter from Human Resources reminding them that their continued employment may depend on their completing their out-of-field requirements.

VOCATIONAL CERTIFICATION:

The following are procedures followed for vocational certification:

1. The only teaching certificates not issued or renewed by the Florida Department of Education are locally issued vocational certificates.
2. Although the majority of vocational teachers earn certification through the Florida Department of Education, these local certificates are issued by the District School Board of Pasco County based upon earned degrees and/or appropriate work experience.
3. The Community, Career and Technical Education Department and the Human Resources Department work together through all phases of the vocational certification process. This includes determining applicant eligibility and issuing and renewing local vocational certificates.

4. Applications for vocational certification are available through the Community, Career and Technical Education Department, and the initial recommendation for issuance of a local vocational certificate is made by the the Community, Career and Technical Education Department.
5. Principals are strongly encouraged to contact the Community, Career and Technical Education Department and the Human Resources Department prior to beginning the selection process for hiring a teacher who will need a local vocational certificate.
6. Local vocational certificates are only appropriate for teachers teaching vocational classes.
7. Teachers holding a local vocational certificate may not teach courses for which a Florida Department of Education certificate is required.
8. A teacher holding a local vocational certificate may also teach vocational dropout prevention and vocational ESE classes.

PREKINDERGARTEN CERTIFICATION:

When prekindergarten classrooms are staffed by noncertified teachers, there must be a program director or lead teacher who is eligible for certification. These classrooms must be staffed by at least one person who has, at a minimum, a child development associate credential (CDA). The Prekindergarten Services Department provides individuals with information on how to obtain the CDA credential.

RECERTIFICATION:

The Human Resources Department is responsible for processing all professional certificate renewal applications and coordinating the issuance of professional certificates through the Florida Department of Education.

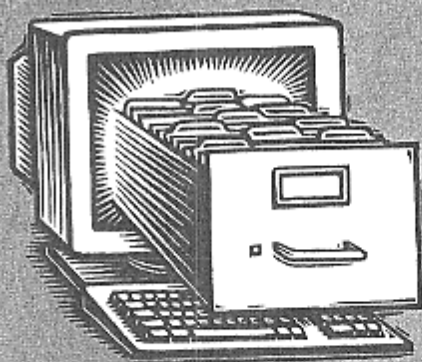
1. All professional certificates are valid for five years.
2. During the last year of the five year validity period, each employee holding a professional certificate must complete the renewal process.
3. In August, the Human Resources Department sends a courtesy reminder letter to all active employees who need to renew informing them that their certificates will be expiring on June 30th of that year.
4. In general, 6 semester hours or 120 hours of approved inservice credit is needed to retain one or two coverage areas.

5. A teacher who has more than two areas on his or her certificate has two validity periods to renew all areas.
6. A subject coverage which has not been renewed during two successive validity periods will be deleted from the certificate.
7. Renewal applications are available at each work location or one can be obtained by contacting the Human Resources Department.
8. Once the application is completed, the Human Resources Department handles all other paperwork with the Florida Department of Education and the renewed certificate is mailed directly to the employee.

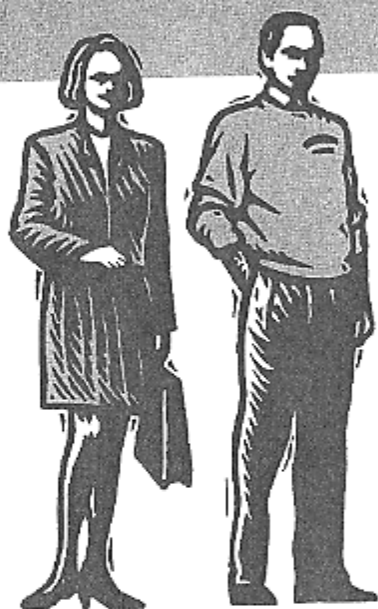
CERTIFICATION RESOURCES:

The Human Resources Department provides certification in a variety of ways. The following list highlights many of the resources available to teachers and administrators.

1. Trained staff members who focus entirely on certification.
2. Informational brochures and pamphlets.
3. Certification information on the Pasco County School's home page
4. Small group centralized hiring
5. Reminder letters for various certification issues
6. Staff members have direct access to the Florida DOE certification database
7. Databases for applicants, initial certification, and out-of-field
8. Administration of the Florida Critical Teacher Shortage Program



Induction



Human Resources Teacher Development Plan

INDUCTION

DEFINITION: Induction is a systematic, structured approach to assimilate teachers new to the District School Board of Pasco County into the philosophy, vision and curricular programs of the district/school and to provide both instructional and psychological support throughout their first year of teaching.

OBJECTIVE: The objectives of the Induction Program are to:

1. Provide a system of support services for teachers in their first year of teaching from their building level administrator/district level personnel and assigned mentor.
2. Orient and prepare new teachers to successfully implement the philosophy, vision, and curricular programs of the district.
3. Support the new teacher's efforts to effectively develop and plan for curriculum, instruction and assessment.
4. When appropriate, enable participants to demonstrate essential teaching competencies as specified in the rules of the State Board for issuance of a Florida professional teaching certificate.

GOVERNANCE OF THE PASCO COUNTY INDUCTION PROGRAM:

1. The Human Resources Department will be responsible for recommending to the Superintendent a plan for new teachers to Pasco County.
2. The Staff Development Department and Human Resources Departments will jointly be responsible for all other activities, including the administration of the program at the district level, administrative and mentor training, and district induction events.
3. The school principal will be responsible for implementing the Pasco County Induction Program in each school which has new teachers under his/her supervision.
4. The Superintendent or the appointed designee will have the final authority and responsibility to verify successful completion of the Pasco Professional Education Competence Program. The building-level administrator will send the completed documentation (Professional Education Competence Portfolio) to the Human Resources Administrator who will verify that it is complete and forward the necessary DOE form to the Superintendent for his/her signature.

A. **RECOMMENDED BEST PRACTICE INDUCTION PLANS FOR ALL
TEACHERS NEW TO PASCO COUNTY**

SCHOOL-BASED INDUCTION PLANS: (May include but not limited to:)

1. Prior to the year beginning:
Develop a planned structure (e.g., committee responsibility, contact person) at each school to ensure that new teachers are oriented, coached, and supported throughout the school year.
2. At the beginning of the year:
During Preschool Planning and on an as-needed basis:
 - a. Introduce faculty and staff.
 - b. Provide a tour of school facility and local community.
 - c. Review history and achievements of the school and community (SACS slide/tape, school slide/tape, teacher handbook).
 - d. Overview of the school and district induction opportunities and plans.
 - e. Introduce the district's teacher assessment system: explanation, copy of the instruments, and timeline.
 - f. Offer each a teacher packet of pertinent information and forms (might include annual report, copy of pertinent forms, student/parent handbook, comprehensive plan, appropriate section of the pupil progression plan, calendar, map of school, list of faculty members, code of student conduct, questions and answers to the code of student conduct, organization flow chart, media handbook, copy of teacher master contract, etc.).
 - g. Offer an orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc.
3. Other suggested activities throughout the year:
 - a. Hold New Teacher Support Group Meetings, led by a mentor or administrator, for the purpose of addressing current issues and new teacher needs.

- b. Provide opportunities for each new teacher to observe other teachers within the school implementing district and school curriculum, instruction and assessment concepts.
- c. Offer opportunities to reward and recognize the accomplishments of the new teachers throughout the year.

DISTRICT INDUCTION PLANS: (May include but not limited to:)

1. Hold a "Welcome to Pasco County" district Induction event offering an opportunity for new teachers to meet district administrators and receive general information regarding orientation to the district, district beliefs and philosophies, and the teaching profession.
2. Provide a half day before preplanning dates where new teachers meet and work with an administrator and or teacher leader at this school site. Administrators could use this time to orient the new teacher to the school facility and explain specific school procedures. The teacher, if applicable, assisting the administrator would qualify to receive a stipend for their work.
3. Offer a district orientation soon after being hired and provide a packet including: welcome letter from the Superintendent, housing information, local and school district map, information about the school district, whom to call for assistance.
4. Give each new teacher a Professional Portfolio which would serve as a vital resource for information about the District School Board of Pasco County and serve as a method to document competencies demonstrated if necessary. This portfolio would include the following information:
 - a. Directory of District Administrators for reference.
 - b. Testing requirements for the district/state and sample tools.
 - c. Samples of lesson plans.
 - d. Curriculum information.
 - e. District Teacher Assessment Information.
 - f. Professional Development Information.
 - g. Information regarding CCTE, ESE and other special programs.

- h. Induction Program forms necessary to document completion of the Pasco County Induction Program (if applicable).
5. Hold a required district induction seminar for new teachers to present and/or review: continuous progress, district/state curriculum, professional development opportunities, pupil progress plan, district/state assessment information and an overview of the district organization. This district induction seminar will be held during the month of January.
6. Provide various tools to promote new teacher communication and networking (e.g., email, web sites, district newsletters).

B:

MENTOR SUPPORT

INDUCTION ACTIVITIES FOR TEACHERS WITH LESS THAN ONE YEAR TEACHING EXPERIENCE

All teachers in their first year of teaching in Florida will be assigned a mentor. The school principal selects and assigns the new teacher a mentor for a period of one year and notifies the Department of Human Resources of this appointment.

MENTOR DEFINITION: A mentor is a high performing, experienced teacher who works closely with a new teacher, guiding and supporting him/her through their first year of teaching. A mentor supports the new teacher through continuous coaching and constructive feedback. A mentor is not directly involved in the new teacher's performance evaluation. This mentor/new teacher relationship should result in the improvement of the new teacher's performance, increase the new teacher retention rate, and ensure positive personal and professional growth.

Desired Criteria:

- a. Minimum of three or more years of successful teaching experience and hold a valid professional certificate
- b. Must be employed in the same school and when possible subject/expertise area as the new teacher
- c. Active participation in current district and school based professional development opportunities (e.g., Links, Bridges, Learning Communities)

- d. Possess the special knowledge and competencies needed to provide consistent and adequate support for the development of new teachers
- e. Demonstrates the ability to get along with coworkers and peers and demonstrates an interest in assisting and coaching peers

MENTOR ROLES AND RESPONSIBILITIES:

The mentor teacher will:

1. Participate in and/or initiate orientation meetings and activities with the new teacher and introduce them to the school facility and faculty.
2. Meet with the new teacher on a regular basis.
3. Document formal and informal meeting times with the new teacher through a variety of optional formats (e.g., log, summary conference form).
4. Encourage the new teacher's participation in appropriate district and school base induction and professional development opportunities.
5. Act as the primary resource for the new teacher and offer specific information regarding school policies, procedures and paperwork (e.g., lesson planning, field trip forms, the facility, setting up the classroom, purchase orders, leave of absence forms).
6. Act as the primary resource for the new teacher and offers specific information regarding district and school based philosophy and curriculum information and procedures (e.g., thematic units, the school's grouping organizational plans, curriculum information).
7. Observe and offer continuous feedback and coaching to the new teacher for the purpose of continuous improvement in teaching. This assistance requests may be requested by the new teacher or an administrator. However the mentor is not involved in the new teacher's performance evaluation (assessment).
8. Indirectly assist the new teacher in the development of his/her Professional Development Plan by suggesting goals and activities that may be included in the goals for improvement and if appropriate assist the teacher in developing skills that will to the teacher's successful demonstration of the Pasco County Professional Education Competencies.

9. Take opportunities to recognize publicly the accomplishments of the new teacher.

MENTOR TRAINING: Two levels of mandatory training will be provided for all teachers assigned as mentors to new teachers. All former district Peer Teachers will need to take the new mentor training. Teachers who have taken *Clinical Educator Training* will only need to take a half-day (3 hours) of training (*Mentor Support Training - Level 1*). Teachers who have not taken Clinical Educator training will need to take a full day (6 hours) of training (*Mentor Support Training - Level 2*). Training is mandatory for assigned mentors and voluntary for teachers interested in mentoring in the future and will be offered on a continuous basis after school hours and Saturdays.

The training will include strategies for coaching and communicating with new teachers. It will also include information regarding the documentation paperwork required if the new teacher needs to demonstrate competence to DOE.

MENTOR SUPPLEMENT: Prorated supplement for this position is received only when a mentor is actively assigned and working with a first year teacher. This supplement is negotiated by the union (United School Employees of Pasco) and the District School Board.

C:

BUILDING LEVEL ADMINISTRATOR SUPPORT
**INDUCTION ACTIVITIES FOR TEACHERS REQUIRED BY
FLORIDA DEPARTMENT OF EDUCATION OR THE DISTRICT
SCHOOL BOARD OF PASCO COUNTY TO DEMONSTRATE
PROFESSIONAL COMPETENCE**

Teachers in their first year of teaching and employed after July 1, 1997, will need to demonstrate mastery of the required Professional Education Competencies. The competencies are a combined collection of high expectations representing the Florida Accomplished Practices, the Essential Competencies and the District of Pasco County Competency Areas, unless the individual meets the following:

Florida - Has completed a state approved teacher education training program in Florida.

Out-of-State - Has completed a teacher education training program and has had at least two years of *successful* full-time teaching experience in another state.

District Alternate Certification Program - Has completed a district alternate certification program.

Upon employment with the District School Board of Pasco County and the announcement of eligibility to participate in the competency demonstration portion of the Pasco Induction Program, the new teacher will be involved in the orientation to the program through a meeting with a building level administrator. New teachers will be made aware of district and school induction activities. New (first year) teachers will demonstrate mastery of the Pasco County Professional Education Competencies based on classroom application and instructional performance.

BUILDING-LEVEL ADMINISTRATOR DEFINITION:

An administrator located at the new teacher's school taking the responsibility to assist, support, and document the new teacher's progress towards mastering the expected Pasco County Professional Education Competencies. The building level administrator determines whether or not the beginning teacher has successfully demonstrated the competencies and successfully completed the Induction Program.

BUILDING-LEVEL ADMINISTRATOR ROLES AND RESPONSIBILITIES

The Building-Level Administrator will:

1. Assign a mentor to each new teacher in his/her first year of teaching in Florida, within the first two weeks of the new teacher's employment.
2. Provide training to all new teachers required to demonstrate mastery information regarding the District of Pasco County's Induction Program and the requirements and expectations.
3. Complete a minimum of three summative assessments (MIS #305) during the year.
4. Observe competence through observations which may be done using the DOE Florida Performance Measurement Summative Instrument or by any other observation collection method deemed appropriate.
5. Hold pre and post observation conferences after each observation (clinical supervision cycle) are conducted by the building-level administrator for the purposes of facilitating effective observation methodology in communicating with the new teacher his/her strengths and professional need/growth areas. Information and data collected during the observations will be used to document the new teacher's progress towards the Pasco County Professional Education Competencies.
6. Report current progress after each of the three formal observations on the *Pasco County Professional Education Competence Form* in collaboration with the new teacher.

7. After the first screening observation is completed, within 45 days of the new teacher's employment, based on the progress towards mastering the Pasco County Professional Education Competencies, meet with the teacher to develop professional growth goals, objectives, and activities, as needed, on the Professional Development Plan form (MIS #374). Activities listed on the professional development plan may be modified, eliminated, or supplemented as the building-level administrator and new teacher deem necessary to afford the new teacher every opportunity to demonstrate the competencies.
8. Be responsible for overseeing the maintenance of the new teacher's induction process and documentation using the appropriate procedures and forms.
9. Determine whether or not the new teacher has successfully demonstrated the competencies and successfully completed the Induction Program.
10. The results of the *Pasco County Professional Education Competence Form* a copy of the new teacher's *Professional Development Plan* (MIS #374) and the two previous *summative assessments* (MIS #305) will be used to prepare a final evaluation of the new teacher (MIS #305). The building-level administrator submits completed forms (Professional Educational Competence Portfolio) once all program requirements have been met and successful or unsuccessful completion has been determined to the Human Resources Department.

Pasco County Induction Program Sequence of Events

Day

1

New teacher begins employment and the Human Resources Department reviews the employment paperwork in order to recommend the appropriate support components of the District School Board of Pasco County Induction Program.

Human Resources Department Administrator advises the school principal and new teacher of the appropriate support components/requirements of the District School Board of Pasco County Induction Program.

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School administrator meets with the new teacher and orients them to their specific Induction Program plan and expectations (Plan A, and/or B, and/or C).

Plan A

All new teachers receive district and school support and participate in district and school induction activities.

and/or

Plan B

Teachers in their first year of teaching receive mentor support.

and/or

Plan C

Teachers required to demonstrate mastery of competencies receive building-level administrator support.

School principal selects a mentor to support the new teacher, advises the new teacher, and notifies the Human Resources Department of the appointment.

School principal selects a mentor to support the new teacher, advises the new teacher, and notifies the Human Resources Dept. of the appointment.

Mentor teacher works with the new teacher by orienting the teacher to the school procedures as well as curriculum, instruction and assessment practices.

Building-level administrator sets up dates to observe the new teacher.

Mentor teacher meets with the new teacher on a regular basis.

Building-level administrator observes new teacher through a clinical supervision process using an observation collection tool (e.g., FPMS summative).

45

Mentor teacher continues to meet with the new teacher on a regular basis to provide coaching and support.

Building-level administrator meets with the new teacher to conference about the observation, completes & reviews the first summative evaluation (MIS #311) as a screening and documents progress towards mastery of the district's Professional Education Competence Form, and works with the new teacher to develop goals for the year on their Professional Development Plan (MIS #374).

Mentor teacher continues to meet with the new teacher on a regular basis to provide coaching and support. The mentor accesses resources to assist the new teacher in their progress.

Mentor teacher continues to meet with the new teacher on a regular basis to provide coaching and support. The mentor accesses resources to assist the new teacher in their progress and publicly acknowledges their growth and progress.

Building-level administrator establishes with the new teacher a time to observe for the **second** time using an **observation** collection tool.

Building-level administrator meets with the new teacher to conference about the observation, completes and reviews the **second summative evaluation (MIS #311)** as a screening and documents progress towards mastery of the district's **Professional Education Competence Form**, and works with the new teacher to review/refine goals for the year on his/her **Professional Development Plan (MIS #374)**.

Building-level administrator establishes with the new teacher a time to observe for the **third (final)** time using an **observation** collection tool.

Building-level administrator meets with the new teacher to conference about the observation, completes and reviews the **third (final) summative evaluation (MIS #311)** as a screening and documents progress towards mastery of the district's **Professional Education Competence Form**, and reviews results/accomplishments with the new teacher regarding his/her **Professional Development Plan (MIS #374)**.

Professional Education Competence

Contents of the PEC Portfolio include completed copies of:

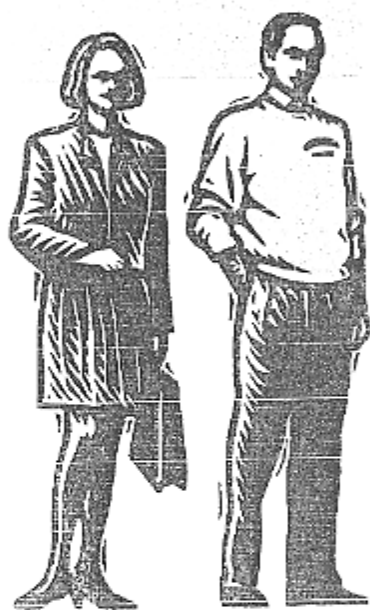
1. Three summative assessments (MIS #311).	3. Evidence of three observations
2. Professional Education Competence Form (printed inside the folder)	4. New teacher's Professional Development Plan

Building-level administrator sends in the new teacher's **Professional Education Competence Portfolio** to the Human Resources Department.

Department of Human Resources Administrator will **verify successful program completion** and forward the information to the Superintendent for his/her signature and then to DOE.



Professional Development



Human Resources Teacher Development Plan

HRTD PROFESSIONAL DEVELOPMENT PLAN

DEFINITION: The District School Board of Pasco County's Professional Development Plan (PDP) is a continuous, flexible process that establishes life-long learning as a valued expectation for all instructional personnel.

INTRODUCTION: The purpose of the Professional Development Plan (PDP) is to coordinate and align Pasco County's efforts to offer assistance and training opportunities to the professional staff members as they strive to grow professionally and to improve student performance. The HRTD Professional Development Plan is designed to address the needs of the teachers in all areas of their development, and is based on data regarding valued student performance outcomes.

GOAL: The goal of the HRTD Professional Development Plan is to promote, provide and support practical, effective, practices focused on teaching and leadership behaviors that will positively impact student performance and organizational growth.

OBJECTIVES:

The HRTD Professional Development Plan will:

1. Support the district's and its schools' vision and mission.
2. Provide personal meaning to a professional development plan by expecting teachers to take an active part in developing, implementing and evaluating their own growth plan.
3. Provide a variety of training/learning opportunities for teachers to utilize information for continuously improving teaching performance.
4. Align professional development activities with the District's induction and performance assessment processes.
5. Connect the improvement of teacher performance with improved student performance.
6. Provide assistance, feedback and coaching for improved teacher performance.
7. Provide various learning and leadership opportunities for teachers to further the development of the School and District as an organization.

ACCESSING OPPORTUNITIES PROVIDED BY THE HRTD PROFESSIONAL DEVELOPMENT PLAN

As part of the district's teacher assessment plan, teachers are expected to demonstrate satisfactory performance in these eight (8) competency areas:

- Classroom Management
- Knowledge of Subject Matter
- Planning for Instruction
- Delivery of Instruction
- Assessment of Student Performance
- Communication
- Professional Development
- Other Professional Responsibilities

Teachers enrolled in the Induction program who are required to demonstrate professional competencies will initiate a Professional Portfolio. This portfolio will detail the ongoing activities and strategies targeted for attaining the required teacher competencies for certification. It will also serve as the initial Professional Development Plan for teachers new to the district, and it will be used to help document their satisfactory performance as described in the district's Performance Assessment Plan.

For all other teachers, a Professional Development Plan will be established based on data from these and other sources: self-assessment of expected district competencies; district, school and team goals; prior summative assessments conducted by administrators; student performance data; input from teaching/coaching/mentoring team members; certification/recertification needs; school and district organizational development needs; and individual interests.

The Professional Development Plan format will be accessible from the district's Home Page or on disk. Components of the plan will include:

- A self assessment instrument.
- Information about and/or access to online information about school, district, and state goals.
- Suggested strategies and activities for meeting professional development goals, including all eight competency areas specified in the district's assessment plan.
- Information about and/or access to online information about district professional development opportunities and registration information/procedures.
- Provision for onsite coaching and assistance from peers.
- Opportunities for reflection.

Professional development opportunities may be realized through a wide variety of delivery options. In order to effect changes in teaching behaviors that are intended to impact student performance, teachers must have the opportunity to experience the full range of the adult learning model in a context that is relevant and practical. For example, for some readiness level information, video orientation might be most appropriate. For more skill-based experiences targeted at changing teaching practices, demonstration, practice, feedback, and coaching are required.

As distance learning/technology-based opportunities become increasingly more available, teachers will be able to access information, workshops, coursework, etc. at a time and place of their convenience; however, implementation of new skills and teaching techniques will still require follow up, feedback, and coaching.

This plan will provide a system for developing a team of teachers in each school whose responsibility will be to coordinate and/or provide onsite training (as appropriate) or follow up training, feedback and coaching for teachers engaged in professional development targeted at increasing student achievement.

Recommendations for criteria for selection of members of these teams will be developed by a planning group composed of schoolbased and district level staff and teachers and tailored to meet the needs of schools; selection will be made at the school level by school administrators and staff. (In many instances, current schoolbased staff development committee members may extend their current responsibilities to perform these additional functions). Some of the responsibilities of this schoolbased team will include, but not be limited to:

- Coordinating school level Induction activities and the work of Mentor Teachers assigned to new teachers
- Identifying the staff development needs at the school and regional level
- "brokering" services of existing training teams such as PreK Trainers, Linkers, Links Trainers, Bridges Trainers, Bridges Support Teachers, ESOL Resource Teachers, Middle School Endorsement Trainers, Gifted Endorsement Trainers, Performance Learning Systems Program Trainers, FUSE Trainers, Balance Trainers, Student Services staff, etc.)
- Identifying potential teacher trainers to design and implement training programs
- Conducting follow up, coaching, and support for teachers who have participated in various staff development opportunities
- Assisting with the development of each teacher's professional development plan as part of the district's teacher assessment system
- Assisting with the evaluation of professional development activities at the school, regional and district levels.

Training and assistance for the staff development team members would be provided based on assessment of specific school and district needs; some examples might include: planning, classroom management strategies, coaching for specific instructional strategies (e.g., cooperative learning, math manipulatives, etc.); teambuilding; setting up and facilitating faculty study groups, peer coaching and conferencing, assisting with the development of professional goals as part of the district's teacher assessment system, etc.

These school level teams (or committees) will be coordinated by regional clusters (organized by school feeder patterns) composed of the staff development team leaders of each school. Also included in each regional cluster will be representatives from the various district level departments, who would serve a liaisons to connect and coordinate district services among and across the clusters.

The purpose of these clusters would be to conduct needs assessments within the region and to coordinate professional development opportunities and services for time and cost-efficiency. (see figure 1)

DELIVERY METHODS

Training and development opportunities for all staff members may be provided by such delivery methods as:

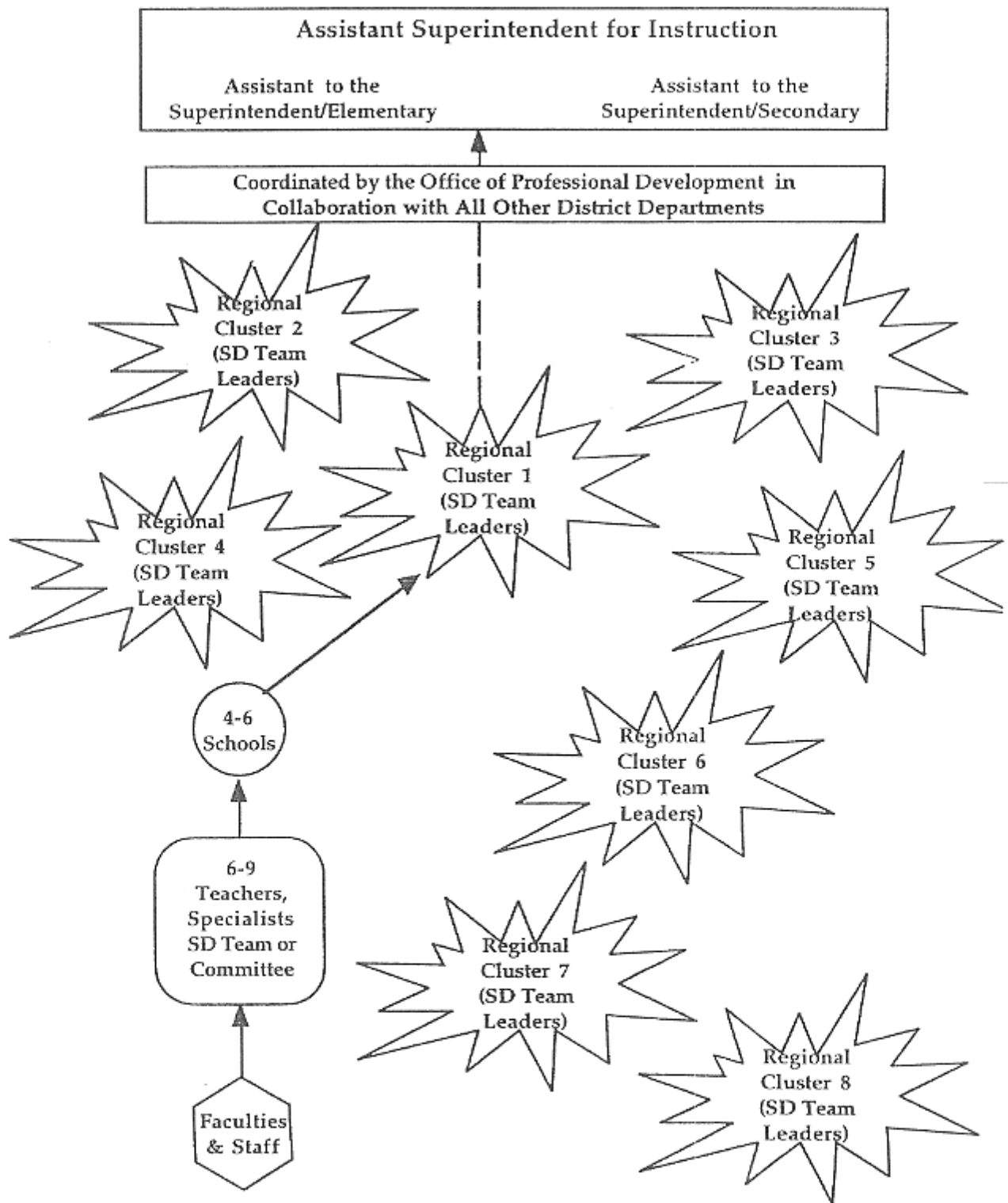
- I. Video Orientation
 - A. District
 - B. School Level
 - C. Interactive TV
 - D. Live Distance Learning
 1. Shown school wide or district wide
 2. Available for individual checkout through district media or school media center
- II. Technology Link
 - A. Internet, Pasco County School Board link
 - B. Network Link (Pasco First Class, Quick Mail)
 - C. District link
 - D. School wide link
- III. Peer Observation/ Conference/Coaching
 - A. Within home school
 - B. Faculty study groups
 - C. Within district
 - D. Follow up with peer
 - E. Specialized instructional area peer
- IV. Workshop(s)
 - A. In school /district /regional delivery
 - B. Pre and post School planning

- C. Pre and post planning, School day
- D. Regular School day, with sub provided
- E. After hours and/or Saturday with pay
- F. Creative scheduling within the School or team
- G. Summer sessions
- H. professional institute and conference
 - 1. In district
 - 2. Out of district
- I. Participants must follow up with information at the school level and/or interested district personnel
- V. College Level Course Work
- VI. Supervising Teacher/Professional Partner
 - A. Practicum Level Preservice Students
 - B. Intern Level Students
- VII. Teacher Work Experiences
 - A. QUEST teacher program
 - B. Educators in the Workplace
- VIII. Teacher Design
 - A. Independent Study
 - B. "Mini-Sabbatical"
 - C. Sabbatical
 - D. Other

PROVISION FOR ADDITIONAL ASSISTANCE FOR INSTRUCTIONAL STAFF

As part of the district teacher performance assessment system, a Teacher Assistance Team will be identified and trained to provide more intense modeling, coaching and assistance for teachers with identified performance deficits. This Teacher Assistance Team, with direction, assistance and collaboration with school and district level administrators, will be responsible for helping to design and deliver an intense improvement program of modeling, assistance and coaching.

Specialized training in modeling, coaching, conferencing and feedback will be provided to the Teacher Assistance Team members. Members of this Team, app. 50 teachers representing a variety of grade levels, subject and support areas from various geographic locations across the district, will be "on call" to provide services in collaboration with a team of schoolbased and district level supervisory staff.



**Each cluster is composed of SD Team Leaders from each school and representatives from district departments*

Figure 1

Examples of content and delivery options currently available for each of the eight competency areas that might be accessed by teachers through the schoolbased staff development teams, regional clusters, district level or others organizations:

I. Classroom Management

- Observation, modeling, coaching
- Consultants
- Student Services (School based and District)
- Crisis prevention- CPI
- Verbal diffusion
- Social skills training
- Video, technology
- P.A.T.
- Professional library (School and District)
- College courses
- SCATT program (Co-teachers)
- Cooperative learning, ESOL strategies
- Classroom intervention strategies.
- Middle school and gifted endorsement programs
- Teachers sharing ideas

II. Knowledge of Subject Matter

- Curriculum Development Projects
- Ongoing content area workshops: AIMS, Integrated Science, Social Studies strategies, etc.
- Attendance at conferences, workshops, professional organizations, college courses, on-line classes, etc.
- Intech 2000- teacher use of Internet
- Curriculum Planning Tools
- Developmental Writing Program
- Running Record Training
- Community based programs such as *Educators in the Workplace*

III. Planning for Instruction

- Assessment Academy (Standards Driven Planning Model)
- Links, Bridges, Learning Communities Training
- Multiple Intelligences Training
- CRISS
- Electronic curriculum planning tools
- Textbook company training on software/resources
- Live Event Learning
- Teaching the Skills of the 21st Century
- ESOL

IV. Delivery of Instruction

- Cooperative Learning
- FUSE training
- Brainbased Learning
- Strategies in each content area
- Multimedia presentations
- Grouping Strategies
- CRISS
- Crisis Intervention
- Technology Training for students
- ESOL
- Learning Theory (Multiple Intelligences, Learning styles, Brain-based Learning).
- AIMS
- Whole language
- Performance Learning Systems courses (TEACH, Learning Channels, Live Event Learning, PRIDE, Teaching the Skills of the 21st Century).

V. Assessment of Student Performance

- Classroom Managed Assessments
- ESOL Assessment Training
- Portfolio Assessment
- Running Records
- Data Analysis Training--standardized tests
- FCAT, HSCT, SAT test taking techniques

VI. Communication

- TEACH
- Conferencing with parents
- Co-teach (FUSE)
- Written communications with parents, staff, students.
- Writing report cards/progress reports.
- Technology training
- Positive Communication with parents
- Articulation
- Professional Materials with up-to-date information
- Conferences
- Listening skills; study skills.
- Florida Writes

VII. Professional Development Process

- Self Assessment on a computer database.
- Variety of training, coaching, independent study, visitation options related to an area of interest.

VIII. Other Professional Responsibilities

- Professionalism- code of ethics
- Teambuilding
- Getting along with others
- Punctuality
- Personal appearance
- Attendance
- Attending faculty meetings
- Involve in School improvement plan participate in focus groups, committee work, work groups.
- Understanding and use of technology
- Record keeping of students progress
- Understanding of developmental levels of students

PLAN DEVELOPMENT

Development of the Professional Development Plan may be conducted individually or with the assistance of a peer, a team leader, a member of the schoolbased Staff development team/committee or an administrator. Using the data collected from the various sources, teachers may select some professional development options; however, some areas may need to be "required" in order to meet District and School goals.

TIMELINES

During the summer preceding the 1998-99 school year one administrator from each school should attend an information/training work shop addressing the components of the new HRTD plan.

During the August, 1998 planning week the faculty should be introduced to the new assessment criteria and evaluation form. This should occur during a full faculty and staff meeting. Copies of the new assessment criteria and evaluation form should be in every teacher handbook.

Because parental input is a part of the new teacher assessment process, the new assessment criteria and evaluation form(s) should be presented at the first School Advisory Council Meeting of the 1998-99 school year. Parents should have the opportunity to ask questions about and discuss their role in the teacher evaluation process.

New teachers to the district will have the opportunity to revisit the new assessment criteria and evaluation form as part of the new teacher portfolio at the induction meeting in January of 1999.

All new assessment criteria and the new evaluation form(s) should be added to the planned district web site.

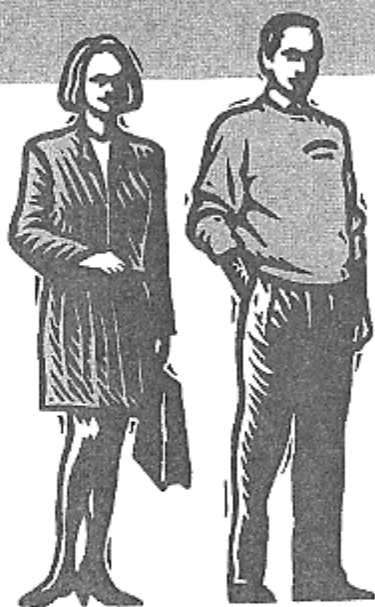
Other components of the HRTD Professional Development Plan will need to be phased in over the next two school years.

EVALUATION

A formalized system of program evaluation will be developed and implemented to assess the efficacy of the Professional Development Plan and process. Such an evaluation will assess the impact of the PDP process on the improvement of teacher as well as student performance.



Assessment



Human Resources Teacher Development Plan

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ASSESSMENT

A. STATEMENT OF PHILOSOPHY

Assessment is an appropriate, continuous, and cooperative process involving teachers and administrators which is designed to assess the quality of instruction in order to improve education. The District assessment system is based on current research on effective teaching practices (Florida Performance Measurement System literature [FPMS], effective schools literature, Managing Productive Schools Literature, National Professional Teaching Association Standards, National Board of Professional Teaching Standards [NBPTS] and the Educator Accomplished Practices established by the Florida Education Standards Commission).

B. PURPOSES OF ASSESSMENT

This assessment system is designed to help members of the instructional and administrative staff to:

1. Improve the quality of instruction.
2. Promote the growth and development of the individual and the organization.
3. Link the individual's job-related objectives to the current goals of the organization.
4. Permit discussion of actual job performance relative to the established expectations and establish methods for continuous improvement.
5. Emphasize self-assessment and individual development which will lead to motivation for improvement and acceptance of the fairness of the system by members of the instructional staff.
6. Provide support and direction for staff members for both short-term improvement and long-term professional development.
7. Effectively utilize sound educational principles based on contemporary research when assessing performance.

C. GENERAL GUIDELINES

1. The assessment of instructional personnel is intended to be a positive, growth-oriented process.
2. The assessment system is designed to accurately reflect the performance of instructional personnel.
3. **Summative Assessment:** The summative assessment of Classroom Teacher(s) performance is reported on MIS Form #305 and reflects evaluative criteria related to:
 - a. Classroom Management
 - b. Knowledge of Subject Matter
 - c. Planning for Instruction
 - d. Delivery of Instruction
 - e. Assessment of Student Performance
 - f. Communication
 - g. Professional Development Program
 - h. Other Professional Responsibilities

The summative assessment of Media Specialist and Technology Specialist performance is reported on MIS Form #311; Guidance/Career Specialist is reported on MIS Form #313; School Psychologist/School Nurse/School Social Worker/Pre-K Resource Teacher performance is reported on MIS Form #314; Reading/Learning Specialist performance is reported on MIS Form #316; and, includes those competency areas for each position as defined on MIS Form #305 and identifies additional competency areas which are specific to each position.

4. **Overall Rating:** To receive an overall rating of satisfactory performance, all competency areas must be rated satisfactory. If one competency area is marked unsatisfactory, the overall performance rating is judged to be unsatisfactory.

5. **Assessment of Student Performance:** Each instructional staff member is responsible for demonstrating student performance gains at all grade levels. The supervisor and teacher will agree on how the teacher will demonstrate such gains using criteria such as:

- anecdotal records
- classroom tests
- observational checklists
- performance demonstrations
- portfolio assessment
- product assessments
- standardized assessments as prescribed by the Florida High Quality School Program (FCAT, SAT, Florida Writes, etc.)
- student assessment records

Should the teacher fail to demonstrate expected student gains, the area of Assessment of Student Performance will be rated as unsatisfactory on the summative performance reporting form and the teacher's summary of performance will be judged to be unsatisfactory.

6. **Behavioral Indicators:** The Self Analysis Form for each Competency Area identifies Sample Behavioral Indicators that are reflective of effective teaching practices and are correlated to the Florida Educator Accomplished Practices. The administrator will identify those behavioral indicators in each competency area that each teacher will need to demonstrate to receive a satisfactory rating for the competency area; however, the behavioral indicators that relate to student performance gains are required of all teachers. These behavioral indicators may also be applicable for developing teacher's Professional Development Plan.

7. **Parent Input:** Each summative evaluative instrument requires that an assessor indicate that he/she has utilized parent input when appropriate to determine the performance rating of teachers. The District utilizes a standardized parent survey each year to determine how parents perceive the school is serving the educational needs of its students. The survey is school specific and also includes an open response format which affords parents the opportunity to provide input regarding specific teachers. Also, supervisors and teachers receive specific feedback from parents through comments that are made via quarterly student progress reports and report cards issued at the end of a grading period which are teacher and/or teacher-team specific. In addition, information shared at school advisory council meetings, teacher-parent conferences, and principal-parent conferences often provide the principal with parental perception of the school and specific teachers.

8. **Professional Development Plan:** Administrators will meet with each teacher to develop an annual personal professional development plan (MIS Form #374). The plan shall include at least one goal that relates to increased student gains. Directions for completing the plan is identified on the MIS Form.
9. **Out-of-Field Teachers:** For teachers designated as Out-of-Field it is important for the assessor to understand why the teacher is out-of-field. Before evaluating a teacher listed as out-of-field, the assessor needs to be familiar with the teacher's experience and background. The assessor should know how close the teacher is to being certified in the subject area(s) being taught, as well as what experience the teacher has that may influence his/her performance in the assigned area. The assessor and teacher should have a clear understanding of what teaching behaviors should be expected prior to the assessment being conducted.
10. All school based administrators and district level staff with supervisory responsibilities will be trained in the use of the system which includes data collection instruments. Each trained assessor will receive a copy of the procedures manual.
11. The immediate supervisors of instructional personnel are responsible for assessment, and they may be assisted in that responsibility by other administrators.
12. Any teacher who is not currently demonstrating minimum performance expectations should be notified according to the procedures specified in Section H, Article VII of the Instructional Master Contract.
13. Immediate supervisors of instructional personnel may request assistance from appropriate district-level administrators.
14. Teachers new to the district may be required to demonstrate Professional Education Competence in addition to any requirements imposed by the district assessment system.
15. Peer teachers serving as part of the District's Teacher Induction Program may serve as resource teachers to assist teachers to improve their performance. An application and selection process will be developed to select persons for these positions, and persons selected will be trained for their responsibilities.

16. First year teachers in Pasco County shall be assessed using the summative assessment instrument at least three times during the year. All other teachers shall be assessed at least one time during the year. The summative instrument(s) will be used in making personnel decisions.
17. The Research & Evaluation Department will conduct a yearly evaluation of the assessment system.

D. ASSESSMENT PROCEDURES AND CRITERIA

The principal will meet with his/her staff during preschool planning week to orient and to inform the staff of assessment criteria and procedures. All instructional personnel will receive a copy of the appropriate assessment forms at this time or within the first ten(10) days of employment. Attendance at this meeting is mandatory. Principals will return signed attendance sheets to the Department of Human Resources. As additional staff is employed, the principal will review the criteria and procedures of the assessment system within the first ten days of each employee's employment.

First year teachers in Pasco County will be assessed using the summative assessment instrument at least three times during the year. All other teachers will be assessed at least one time. The summative instrument(s) will be used in making personnel decisions such as reissuing of annual contracts and issuing Professional Service contracts.

A written report of each assessment shall be made and a copy shall be given to the employee no later than ten (10) days after the assessment takes place. The written report of assessment shall be discussed with the employee by the assessor. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to the summative instrument placed in his/her personnel file.

In the event that an employee is not performing his duties in a satisfactory manner, the assessor shall notify the employee in writing of such determination and describe such unsatisfactory performance. The assessor will confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct such deficiencies within a reasonable prescribed period of time.

The principal or his/her designee shall conduct the assessment of the employee and forward such assessment to the superintendent or his/her designee for the purpose of reviewing the employee's contract. Only administrators who have satisfactorily completed teacher assessment training shall conduct an assessment of instructional personnel.

The superintendent or his/her designee will maintain a list of all instructional personnel who received unsatisfactory evaluations. The superintendent shall notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations.

DISTRICT SCHOOL BOARD OF PASCO COUNTY
TEACHER ASSESSMENT

MIS Form #305
Rev. 7/99

(CHECK ONE)

- 1st Year in Pasco County
- More Than 1 Year in Pasco County

Name of Person Assessed

S.S. No. _____

_____ School Name _____ School No. _____ School Year

PERIOD OF OBSERVATION: FROM: _____ TO: _____

Certification Areas: _____ Primary Assignment:
 In-Field Out-of-Field

REPORT OF ASSESSMENT IS BASED ON: (Check one or more)
Observations _____ Records and Reports _____ Parental Input _____ Other: _____

DIRECTIONS: Place an (X) in the appropriate box.

<u>COMPETENCY AREA</u>	SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
I. CLASSROOM MANAGEMENT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. KNOWLEDGE OF SUBJECT MATTER:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. PLANNING FOR INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. DELIVERY OF INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. ASSESSMENT OF STUDENT PERFORMANCE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. COMMUNICATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. PROFESSIONAL DEVELOPMENT PROGRAM:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII. OTHER PROFESSIONAL RESPONSIBILITIES:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL CONTRIBUTIONS: _____

ASSESSOR'S COMMENTS (Optional): _____

_____ Date _____ Position of Assessor _____ Signature of Assessor

TEACHER COMMENTS (Optional): _____

I have read this report but my signature does not necessarily indicate my agreement. I understand that any written statement I wish to make regarding this performance report will be attached to the copy which is filed with the Superintendent.

_____ Signature of Principal _____ Date _____ Signature of Teacher or Witness _____ Date

(If the teacher is unwilling to sign, this report is to be presented in the presence of a witness and countersigned by that witness.)

Distribution: White - Department of Human Resources; Canary - Assessor; Pink - Employee

DISTRICT SCHOOL BOARD OF PASCO COUNTY

**SELF-ANALYSIS OF ESSENTIAL TEACHER COMPETENCIES
AND BEHAVIORAL INDICATORS**

Use this form to identify your strengths and developmental needs from which you can develop individual objectives.

Using the **scale** provided, indicate the frequency of the following:

1 - Almost Always

3 - Occasionally

5 - More information needed

2 - Sometimes

4 - Rarely or Never

6 - Not Applicable

COMPETENCY AREA I. CLASSROOM MANAGEMENT AND DISCIPLINE

Creates and maintains positive learning environments in which students are actively engaged in learning.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|---|-------|
| 1. | Develops and maintains a classroom environment conducive to effective learning. | _____ |
| 2. | Establishes positive interaction between the teacher and students. | _____ |
| 3. | Formulates a standard of student behavior in the classroom. | _____ |
| 4. | Involves students in establishing standards for behavior that are consistent with School Board Policy and the Student Code of Conduct. | _____ |
| 5. | Applies rules and standards consistently. | _____ |
| 6. | Creates a learning environment in which all students are treated equitably. | _____ |
| 7. | Uses multiple perspectives to diagnose student behavioral problems and offers alternate strategies for correcting them. | _____ |
| 8. | Employs strategies to reengage students who are off task. | _____ |
| 9. | Demonstrates instructional and social skills which assist students in interacting constructively with their peers. | _____ |
| 10. | Identifies and models behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups. | _____ |
| 11. | Demonstrates instructional and social skills which assist students in developing a positive self-concept. | _____ |
| 12. | Establishes a set of classroom routines and procedures for utilization and care of materials. | _____ |
| 13. | Demonstrates ability to use class time efficiently. | _____ |

- | | | |
|-----|---|-------|
| 14. | Maintains instructional momentum by providing smooth and efficient transitions between student activities. | _____ |
| 15. | Moves around the room when applicable. | _____ |
| 16. | Uses eye contact, verbal and non-verbal expressions effectively. | _____ |
| 17. | Makes reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety. | _____ |

COMPETENCY AREA II. KNOWLEDGE OF SUBJECT MATTER
Demonstrates knowledge and understanding of the subject matter.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|---|-------|
| 1. | Develop short and long term student goals/objectives consistent with the Sunshine State Standards and District curriculum. | _____ |
| 2. | Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner. | _____ |
| 3. | Applies concepts, laws, and rules relevant to subject matter. | _____ |
| 4. | Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view. | _____ |
| 5. | Uses the current references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner. | _____ |
| 6. | Demonstrates the ability to check student comprehension of subject matter and provides accurate feedback to students. | _____ |
| 7. | Demonstrates a breadth of subject matter than enables the teacher to collaborate with colleagues from other subject fields in the integration of instruction. | _____ |

COMPETENCY AREA III. PLANNING FOR INSTRUCTION
Plans effective instruction in a variety of learning environments.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|---|-------|
| 1. | Selects, adapts, develops, and/or sequences instructional materials and activities appropriate for a given set of instructional objectives and student learning needs consistent with School Board Guidelines and Sunshine State Standards. | _____ |
| 2. | Selects a variety of teaching strategies, media resources and technologies to address students' needs and learning objectives. | _____ |
| 3. | Designs and organizes appropriate instructional activities that actively engage students utilizing individual, small, large, student-directed and/or cooperative group settings. | _____ |

4. Represents concepts through more than one method, such as analogies, metaphors, pictures, models and concrete materials. _____
5. Recognizes patterns of physical, social, academic, emotional, cultural and linguistic development in all students and assists these students in their areas of need. _____
6. Assists students to recognize and fully utilize their strengths by planning activities that promote high standards through a climate which enhances and expects continuous improvement. _____
7. Diagnoses the entry level knowledge/skills of students for a given set of instructional objectives by using diagnostic tests, teacher observations and student records. _____
8. Integrates student performance and outcomes into lesson designs and delivery strategies. _____
9. Makes appropriate provisions for individual students based upon their learning styles, needs and developmental levels. _____
10. Prepares for students and classes assigned and shows written evidence of preparation upon request of supervisors and administrators. _____
11. Plans curricula designs that are interdisciplinary and integrates multiple subject areas. _____
12. Cooperatively works with colleagues in planning instruction. _____
13. Plans for the utilization of community resources in classroom activities, e.g. world of work, civic leaders, fine arts. _____
14. Uses available technology to create instructional materials. _____
15. Participates in planning for instruction of students with special needs (i.e. IEP, AIP, 504, ESOL and others as appropriate). _____

COMPETENCY AREA IV. DELIVERY OF INSTRUCTION

Delivers instruction using effective techniques that promote student learning and that are consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Clearly communicates procedures and directions that promote effective instruction. _____
2. Demonstrates ability to stimulate and direct student thinking. _____
3. Checks student comprehension by using appropriate questioning techniques. _____
4. Provides activities to promote student learning and cognitive retention. _____

5. Responds to students in ways that encourage participation and maintains academic focus. _____
6. Uses feedback procedures that give information to the student about the appropriateness of his/her response. _____
7. Uses verbal and nonverbal communication that effectively promotes student learning. _____
8. Maintains instructional momentum. _____
9. Demonstrates ability to present forms of knowledge such as; rules, laws and concepts at different levels of complexity so they are meaningful to students at varying levels of development. _____
10. Implements through instruction the district's philosophy of education and instructional goals and objectives. _____
11. Employs a variety of instructional techniques, instructional materials, computer applications and other technology to promote student learning. _____
12. Provides flexibility by adapting instruction to address unexpected problems or to benefit from unexpected opportunities. _____
13. Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools. _____
14. Teaches students to use available technology at the skill level appropriate to facilitate learning. _____
15. Provides services, instruction and modifications for students with special needs as identified by Federal, State and/or District mandates. _____

COMPETENCY AREA V. ASSESSMENT OF STUDENT PERFORMANCE
Uses assessment strategies to monitor gains in student performance and assist the continuous development of the learner consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Constructs or assembles classroom assessments to measure student performance based on District curriculum outcomes and Sunshine State Standards. _____
2. Selects or develops appropriate assessment instruments related to specific learning objectives. _____
3. Uses available technology to construct assessment materials. _____
4. Uses appropriate assessment techniques to meet the individual needs of all students by diagnosing strengths and weaknesses in order to direct instruction. _____
5. Utilizes assessment data to diagnose strengths and weaknesses in order to direct instruction. _____

- | | | |
|----|---|--|
| 6. | Frequently evaluates student progress based on ongoing formal and informal assessment techniques and provides timely feedback to students. | _____ |
| 7. | Documents student progress through one or more of the following methods:
* anecdotal records
* classroom tests
* observational checklists
* performance demonstrations
* portfolio assessment
* product assessments
* standardized assessments
* student assessment records | _____

_____ |
| 8. | Accurately and fairly represents student progress as reflected on interim progress reports and report card grades. | _____ |
| 9. | Conducts examinations in a manner which maintains high standards and minimizes student anxiety. | _____ |

COMPETENCY AREA VI. COMMUNICATION

Uses effective techniques to communicate with students, parents, and other stakeholders.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|---|-------|
| 1. | Establishes positive interaction that uses incentives and consequences for students to promote excellence. | _____ |
| 2. | Establishes positive interactions between the student and the teacher in all areas. | _____ |
| 3. | Effectively communicates procedures/behaviors effectively in both verbal and nonverbal styles with all students including those with disabilities and those of varying cultural and linguistic backgrounds. | _____ |
| 4. | Communicates with and challenges all students in a positive and supportive manner. | _____ |
| 5. | Communicates to all students high expectations for learning. | _____ |
| 6. | Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities. | _____ |
| 7. | Provides all students with opportunities to learn from each other. | _____ |
| 8. | Motivates, encourages, and supports individual and group inquiry. | _____ |
| 9. | Encourages students' desire to receive and accept constructive feedback on individual work and behavior. | _____ |

- | | | |
|-----|--|-------|
| 10. | Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately. | _____ |
| 11. | Verbally communicates information on a given topic in a coherent and logical manner. | _____ |
| 12. | Writes in a logical, easily understood style with appropriate grammar and sentence structure. | _____ |
| 13. | Comprehends and interprets a verbal message correctly. | _____ |
| 14. | Reads, comprehends, and interprets professional material both verbally and in writing. | _____ |

COMPETENCY AREA VII. PROFESSIONAL DEVELOPMENT

Engages in continuous professional development and school improvement.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|--|-------|
| 1. | Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices, e.g., self analysis-MIS #376, classroom observation, audio/video recordings, student results and feedback, and research. | _____ |
| 2. | Establishes individual goals and objectives in the development of a Professional Development Plan (MIS #374) that support the overall school/district/state improvement plan or goals. | _____ |
| 3. | Assists in establishing department/team goals and objectives in the development of a Department/Team Goals Plan (MIS #375) that support the overall school/district/state improvement plan or goals. | _____ |
| 4. | Keeps abreast of developments in instructional methodology, technology, learning and second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning. | _____ |
| 5. | Works in various group settings to analyze the effectiveness of instruction in the school and to develop improvement strategies reflected in the School's Continuous Improvement Plan. | _____ |
| 6. | Shows evidence of improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students. | _____ |
| 7. | Continues to expand his/her own repertoire of professional experiences, e.g. publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately. | _____ |
| 8. | Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning. | _____ |

COMPETENCY AREA VIII. OTHER PROFESSIONAL RESPONSIBILITIES
Professionally performs all teaching duties and responsibilities, complying with applicable laws, rules, policies and regulations.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|---|-------|
| 1. | Keeps accurate records of class and individual student progress. | _____ |
| 2. | Maintains and promptly submits accurate, complete, and correct records and reports as required by law, district policy, and administrative regulations. | _____ |
| 3. | Recognizes in students overt signs of child abuse and severe emotional distress and takes appropriate intervention, referral and reporting actions. | _____ |
| 4. | Works harmoniously with others. | _____ |
| 5. | Is punctual in meeting responsibilities. | _____ |
| 6. | Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. | _____ |
| 7. | Maintains a personal appearance appropriate to assignment. | _____ |
| 8. | Is regular in attendance except when on authorized leave. | _____ |
| 9. | Upholds school rules, administrative regulations, and Board policies. | _____ |
| 10. | Attends and participates in required meetings. | _____ |
| 11. | Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' educational, social, linguistic, cultural and emotional needs. | _____ |
| 12. | Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources, including communities whose heritage language is not English. | _____ |
| 13. | Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. | _____ |

DISTRICT SCHOOL BOARD OF PASCO COUNTY
MEDIA SPECIALIST / TECHNOLOGY SPECIALIST ASSESSMENT
 (CHECK ONE)

MIS Form #311
 Rev. 7/99

1st Year in Pasco County
 More Than 1 Year in Pasco County

 Name of Person Assessed

POSITION OF PERSON ASSESSED (Check one): _____ **Media Specialist** _____ **Technology Specialist**

S.S. No. _____

 School Name School No. School Year

PERIOD OF OBSERVATION: FROM: _____ TO: _____

Certification Areas: _____ Primary Assignment:
 In-Field Out-of-Field

REPORT OF ASSESSMENT IS BASED ON: (Check one or more)
 Observations _____ Records and Reports _____ Parental Input _____ Other: _____

DIRECTIONS: Place an (X) in the appropriate box.

COMPETENCY AREA	SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
I. CLASSROOM MANAGEMENT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. KNOWLEDGE OF SUBJECT MATTER:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. PLANNING FOR INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. DELIVERY OF INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. ASSESSMENT OF STUDENT PERFORMANCE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. COMMUNICATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. PROFESSIONAL DEVELOPMENT PROGRAM:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII. OTHER PROFESSIONAL RESPONSIBILITIES:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IX. DESIGN:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X. CONSULTATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XI. INFORMATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XII. MANAGEMENT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL CONTRIBUTIONS: _____

ASSESSOR'S COMMENTS (Optional): _____

 Date Position of Assessor Signature of Assessor

EMPLOYEE COMMENTS (Optional): _____

I have read this report but my signature does not necessarily indicate my agreement. I understand that any written statement I wish to make regarding this performance report will be attached to the copy which is filed with the Superintendent.

 Signature of Principal Date Signature of Employee or Witness Date

(If the employee is unwilling to sign, this report is to be presented in the presence of a witness and countersigned by that witness.)

Distribution: White - Department of Human Resources; Canary - Assessor; Pink - Employee

**SELF-ANALYSIS OF ESSENTIAL TEACHER COMPETENCIES
AND BEHAVIORAL INDICATORS (MEDIA / TECHNOLOGY SPECIALIST)**

Use this form to identify your strengths and developmental needs from which you can develop individual objectives.

Using the **scale** provided, indicate the frequency of the following:

1 - Almost Always

3 - Occasionally

5 - More information needed

2 - Sometimes

4 - Rarely or Never

6 - Not Applicable

COMPETENCY AREA I. CLASSROOM MANAGEMENT AND DISCIPLINE

Creates and maintains positive learning environments in which students are actively engaged in learning.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|---|-------|
| 1. | Develops and maintains a classroom environment conducive to effective learning. | _____ |
| 2. | Establishes positive interaction between the teacher and students. | _____ |
| 3. | Formulates a standard of student behavior in the classroom. | _____ |
| 4. | Involves students in establishing standards for behavior that are consistent with School Board Policy and the Student Code of Conduct. | _____ |
| 5. | Applies rules and standards consistently. | _____ |
| 6. | Creates a learning environment in which all students are treated equitably. | _____ |
| 7. | Uses multiple perspectives to diagnose student behavioral problems and offers alternate strategies for correcting them. | _____ |
| 8. | Employs strategies to reengage students who are off task. | _____ |
| 9. | Demonstrates instructional and social skills which assist students in interacting constructively with their peers. | _____ |
| 10. | Identifies and models behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic, and economic groups. | _____ |
| 11. | Demonstrates instructional and social skills which assist students in developing a positive self-concept. | _____ |
| 12. | Establishes a set of classroom routines and procedures for utilization and care of materials. | _____ |
| 13. | Demonstrates ability to use class time efficiently. | _____ |
| 14. | Maintains instructional momentum by providing smooth and efficient transitions between student activities. | _____ |

- 15. Moves around the room when applicable. _____
- 16. Uses eye contact, verbal and non-verbal expressions effectively. _____
- 17. Makes reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety. _____

COMPETENCY AREA II. KNOWLEDGE OF SUBJECT MATTER
Demonstrates knowledge and understanding of the subject matter.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Develop short and long term student goals/objectives consistent with the Sunshine State Standards and District curriculum. _____
- 2. Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner. _____
- 3. Applies concepts, laws, and rules relevant to subject matter. _____
- 4. Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view. _____
- 5. Uses the current references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner. _____
- 6. Demonstrates the ability to check student comprehension of subject matter and provides accurate feedback to students. _____
- 7. Demonstrates a breadth of subject matter than enables the teacher to collaborate with colleagues from other subject fields in the integration of instruction. _____

COMPETENCY AREA III. PLANNING FOR INSTRUCTION
Plans effective instruction in a variety of learning environments.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Selects, adapts, develops, and/or sequences instructional materials and activities appropriate for a given set of instructional objectives and student learning needs consistent with School Board Guidelines and Sunshine State Standards. _____
- 2. Selects a variety of teaching strategies, media resources and technologies to address students' needs and learning objectives. _____
- 3. Designs and organizes appropriate instructional activities that actively engage students utilizing individual, small, large, student-directed and/or cooperative group settings. _____
- 4. Represents concepts through more than one method, such as analogies, metaphors, pictures, models and concrete materials. _____

- | | | |
|-----|---|-------|
| 5. | Recognizes patterns of physical, social, academic, emotional, cultural and linguistic development in all students and assists these students in their areas of need. | _____ |
| 6. | Assists students to recognize and fully utilize their strengths by planning activities that promote high standards through a climate which enhances and expects continuous improvement. | _____ |
| 7. | Diagnoses the entry level knowledge/skills of students for a given set of instructional objectives by using diagnostic tests, teacher observations and student records. | _____ |
| 8. | Integrates student performance and outcomes into lesson designs and delivery strategies. | _____ |
| 9. | Makes appropriate provisions for individual students based upon their learning styles, needs and developmental levels. | _____ |
| 10. | Prepares for students and classes assigned and shows written evidence of preparation upon request of supervisors and administrators. | _____ |
| 11. | Plans curricula designs that are interdisciplinary and integrates multiple subject areas. | _____ |
| 12. | Cooperatively works with colleagues in planning instruction. | _____ |
| 13. | Plans for the utilization of community resources in classroom activities, e.g. world of work, civic leaders, fine arts. | _____ |
| 14. | Uses available technology to create instructional materials. | _____ |
| 15. | Participates in planning for instruction of students with special needs (i.e. IEP, AIP, 504, ESOL and others as appropriate) . | _____ |

COMPETENCY AREA IV. DELIVERY OF INSTRUCTION

Delivers instruction using effective techniques that promote student learning and that are consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|--|-------|
| 1. | Clearly communicates procedures and directions that promote effective instruction. | _____ |
| 2. | Demonstrates ability to stimulate and direct student thinking. | _____ |
| 3. | Checks student comprehension by using appropriate questioning techniques. | _____ |
| 4. | Provides activities to promote student learning and cognitive retention. | _____ |
| 5. | Responds to students in ways that encourage participation and maintains academic focus. | _____ |
| 6. | Uses feedback procedures that give information to the student about the appropriateness of his/her response. | _____ |

- | | | |
|-----|---|-------|
| 7. | Uses verbal and nonverbal communication that effectively promotes student learning. | _____ |
| 8. | Maintains instructional momentum. | _____ |
| 9. | Demonstrates ability to present forms of knowledge such as: rules, laws and concepts at different levels of complexity so they are meaningful to students at varying levels of development. | _____ |
| 10. | Implements through instruction the district's philosophy of education and instructional goals and objectives. | _____ |
| 11. | Employs a variety of instructional techniques, instructional materials, computer applications and other technology to promote student learning. | _____ |
| 12. | Provides flexibility by adapting instruction to address unexpected problems or to benefit from unexpected opportunities. | _____ |
| 13. | Provides comprehensible instruction to enable every student to meet the performance required of students in Florida public schools. | _____ |
| 14. | Teaches students to use available technology at the skill level appropriate to facilitate learning. | _____ |
| 15. | Provides services, instruction and modifications for students with special needs as identified by Federal, State and/or District mandates. | _____ |

COMPETENCY AREA V. ASSESSMENT OF STUDENT PERFORMANCE:

Uses assessment strategies to monitor gains in student performance and assist the continuous development of the learner consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|--|-------|
| 1. | Constructs or assembles classroom assessments to measure student performance based on District curriculum outcomes and Sunshine State Standards. | _____ |
| 2. | Selects or develops appropriate assessment instruments related to specific learning objectives. | _____ |
| 3. | Uses available technology to construct assessment materials. | _____ |
| 4. | Uses appropriate assessment techniques to meet the individual needs of all students by diagnosing strengths and weaknesses in order to direct instruction. | _____ |
| 5. | Utilizes assessment data to diagnose strengths and weaknesses in order to direct instruction. | _____ |
| 6. | Frequently evaluates student progress based on ongoing formal and informal assessment techniques and provides timely feedback to students. | _____ |
| 7. | Documents student progress through one or more of the following methods: | _____ |
| | * anecdotal records | _____ |
| | * classroom tests | _____ |

- * observational checklists _____
- * performance demonstrations _____
- * portfolio assessment _____
- * product assessments _____
- * standardized assessments _____
- * student assessment records _____

8. Accurately and fairly represents student progress as reflected on interim progress reports and report card grades. _____
9. Conducts examinations in a manner which maintains high standards and minimizes student anxiety. _____

COMPETENCY AREA VI. COMMUNICATION

Uses effective techniques to communicate with students, parents, and other stakeholders.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|---|-------|
| 1. | Establishes positive interaction that uses incentives and consequences for students to promote excellence. | _____ |
| 2. | Establishes positive interactions between the student and the teacher in all areas. | _____ |
| 3. | Effectively communicates procedures/behaviors effectively in both verbal and nonverbal styles with all students including those with disabilities and those of varying cultural and linguistic backgrounds. | _____ |
| 4. | Communicates with and challenges all students in a positive and supportive manner. | _____ |
| 5. | Communicates to all students high expectations for learning. | _____ |
| 6. | Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities. | _____ |
| 7. | Provides all students with opportunities to learn from each other. | _____ |
| 8. | Motivates, encourages, and supports individual and group inquiry. | _____ |
| 9. | Encourages students' desire to receive and accept constructive feedback on individual work and behavior. | _____ |
| 10. | Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately. | _____ |
| 11. | Verbally communicates information on a given topic in a coherent and logical manner. | _____ |
| 12. | Writes in a logical, easily understood style with appropriate grammar and sentence structure. | _____ |

- 13. Comprehends and interprets a verbal message correctly. _____
- 14. Reads, comprehends, and interprets professional material both verbally and in writing. _____

COMPETENCY AREA VII. PROFESSIONAL DEVELOPMENT
Engages in continuous professional development and school improvement.

SAMPLE BEHAVIORAL INDICATORS: **Frequency**

- 1. Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices, e.g., self analysis-MIS #376, classroom observation, audio/video recordings, student results and feedback, and research. _____
- 2. Establishes individual goals and objectives in the development of a Professional Development Plan (MIS #374) that support the overall school/district/state improvement plan or goals. _____
- 3. Assists in establishing department/team goals and objectives in the development of a Department/Team Goals Plan (MIS #375) that support the overall school/district/state improvement plan or goals. _____
- 4. Keeps abreast of developments in instructional methodology, technology, learning and second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning. _____
- 5. Works in various group settings to analyze the effectiveness of instruction in the school and to develop improvement strategies reflected in the School's Continuous Improvement Plan. _____
- 6. Shows evidence of improvement in her/his performance in teaching/learning activities and in an increased capacity to facilitate learning for all students. _____
- 7. Continues to expand his/her own repertoire of professional experiences, e.g. publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, utilizing research appropriately. _____
- 8. Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning. _____

COMPETENCY AREA VIII. OTHER PROFESSIONAL RESPONSIBILITIES
Professionally performs all teaching duties and responsibilities, complying with applicable laws, rules, policies and regulations.

SAMPLE BEHAVIORAL INDICATORS: **Frequency**

- 1. Keeps accurate records of class and individual student progress. _____
- 2. Maintains and promptly submits accurate, complete, and correct records and reports as required by law, district policy, and administrative regulations. _____

- | | | |
|-----|---|-------|
| 3. | Recognizes in students overt signs of child abuse and severe emotional distress and takes appropriate intervention, referral and reporting actions. | _____ |
| 4. | Works harmoniously with others. | _____ |
| 5. | Is punctual in meeting responsibilities. | _____ |
| 6. | Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. | _____ |
| 7. | Maintains a personal appearance appropriate to assignment. | _____ |
| 8. | Is regular in attendance except when on authorized leave. | _____ |
| 9. | Upholds school rules, administrative regulations, and Board policies. | _____ |
| 10. | Attends and participates in required meetings. | _____ |
| 11. | Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' educational, social, linguistic, cultural and emotional needs. | _____ |
| 12. | Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources, including communities whose heritage language is not English. | _____ |
| 13. | Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. | _____ |

COMPETENCY AREA IX. DESIGN

Provides media / technology design, planning, and development.

SAMPLE BEHAVIORAL INDICATORS:**Frequency**

- | | | |
|----|--|-------|
| 1. | Plans with others in the school, the district and the community for the most effective use of current and emerging media/technology resources. | _____ |
| 2. | Participates in school leadership activities. | _____ |
| 3. | Establishes written policies and procedures for the Media/Technology program. | _____ |
| 4. | Defines objectives and provides an on-going evaluation of the Media/Technology program and makes modifications as needed. | _____ |
| 5. | Plans Media/Technology program activities that are integrated with other programs of the school. | _____ |
| 6. | Participates in school curriculum planning. | _____ |
| 7. | Prepares an annual Media/Technology budget request based on the objectives of the Media/Technology program. | _____ |

8. Provides inservice training for educators which stimulates effective utilization of Media/Technology and the development of innovative instructional activities. _____
9. Serves as a member of district committees for the development of activities, resources and programs to disseminate media/technology information and promote cooperation among schools. _____
10. Incorporates principles of the district technology plan into the development of the school technology plan. (Tech. Spec.) _____
11. Develops and coordinates implementation of the school technology plan. (Tech. Spec.) _____

COMPETENCY AREA X. CONSULTATION

Provides media/technology consultation and assistance for students and educators.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Interprets the collection to students and educators through activities such as orientation sessions, provision of catalogs and bibliographies of materials and sources. (Media Spec.) _____
2. Provides opportunities for students to discover and explore Media / Technology resources independent of or beyond the stated curriculum to promote independent seekers of knowledge for life-long learning. _____
3. Provides instruction in Media Technology skills that are coordinated with the classroom curriculum and planned cooperatively with the classroom teacher. (Media Spec.) _____
4. Provides expertise in, facilities for, and assistance to educators and students in developing skills in the production of a variety of educational materials to help become informed and effective communicators. (Media Spec.) _____
5. Motivates students towards discriminating reading, viewing, and listening habits through such activities as book talks, storytelling, special programs, contests, and displays. (Media Spec.) _____
6. Provides for distribution of in-house, broadcast, cable and satellite television programs throughout the school. (Media Spec.) _____
7. Establishes an environment which encourages creative and independent use of instructional technology throughout the school. (Tech. Spec.) _____
8. Assists educators in planning for the use and integration of technology in the instructional program. (Tech. Spec.) _____

- 9. Models effective uses of appropriate technology for teachers and students in instructional settings. (Tech. Spec.) _____
- 10. Assists teachers in the use of computers in the instructional setting. (Tech. Spec.) _____
- 11. Assists educators in the use of computer software tools for their planning, instructional delivery and record management. (Tech. Spec.) _____
- 12. Provides technical assistance to facilitate the implementation and use of existing and future technologies in the school. (Tech. Spec.) _____

COMPETENCY AREA XI. INFORMATION

Provides information access and media/technology resources for the school.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Organizes and circulates all school Media Technology information services, materials and related equipment for easy accessibility by students and educators, according to district-wide standards. (Media Spec.) _____
- 2. Maintains/Assists up-to-date bibliographic data for school Media/Technology materials on the district automation system and any local databases, as needed. _____
- 3. Supports cooperative resources sharing with other Media Technology centers and local, state and national information agencies through inter-library loan services. _____
- 4. Provides guidance in selection, location, utilization, and evaluation of materials and information databases to meet individual needs and interests of students. _____
- 5. Seeks educator and student participation in selection and evaluation of materials, information databases, technology and related equipment to support learning objectives. _____
- 6. Provides educators with information about new materials and recent Media/Technology developments in their specific instructional area. _____
- 7. Maintains a professional library collection and provides access to education related information databases to assist school educators. (Media Spec.) _____
- 8. Maintains a central collection of statistical data, Media Technology reviews, publishers/vendor catalogs and other pertinent information for educators. (Media Spec.) _____
- 9. Provides effective public relations activities which communicate the contributions of Media/Technology to learning, such as open houses, newsletters, and presentations to parent and community groups. _____
- 10. Provides opportunities for students to use higher-order thinking skills to access, evaluate, organize and synthesize information. (Media Spec.) _____

11. Interprets the school's instructional technology program for staff, parents and members of the community. (Tech. Spec.) _____
12. Assists in circulating school media technology materials and related equipment according to district-wide standards. (Tech. Spec.) _____

COMPETENCY AREA XII. MANAGEMENT

Provides management of media/technology resources and facilities in the school.

SAMPLE BEHAVIORAL INDICATORS:**Frequency**

1. Operates and manages the Media Technology Program with procedures that further the educational goals of the school and the district. (Media Spec.) _____
2. Maintains a Media Technology center that is open and staffed throughout the school day and at other times as needed. (Media Spec.) _____
3. Follows district-approved policies for selection and evaluation of Media Technology materials and equipment. (Media Spec.) _____
4. Provides central maintenance, distribution and accountability of Media Technology materials and equipment according to district approved procedures. (Media Spec.) _____
5. Utilizes district-approved circulation systems for Media Technology materials and equipment. (Media Spec.) _____
6. Participates in the selection, training and supervision of Media/Technology support staff, student aides and volunteers. _____
7. Participates in the planning, arrangement, utilization and development of Media/Technology facilities. _____
8. Manages and supports the school computer networks. (Tech. Spec.) _____
9. Assists in the provision of a well chosen collection of technology materials and equipment. (Tech. Spec.) _____
10. Assists in the organization of technology resources for easy accessibility by students and educators. (Tech. Spec.) _____
11. Assists in providing central maintenance, distribution, and accountability of Media Technology resources according to district approved procedures. (Tech. Spec.) _____

**DISTRICT SCHOOL BOARD OF PASCO COUNTY
GUIDANCE / CAREER SPECIALIST ASSESSMENT**

MIS Form #313
7/99

NAME OF PERSON ASSESSED _____

S.S. No. _____

(CHECK ONE)

- 1st Year in Pasco County
 More Than 1 Year in Pasco County

POSITION OF PERSON ASSESSED (Check one): _____ Guidance Counselor _____ Career Specialist

School Name _____ School No. _____ School Year _____
 DATES/PERIOD OF OBSERVATION: FROM: _____ TO: _____

Certification Areas: _____ Primary Assignment: _____
 In-Field Out-of-Field

ASSESSMENT IS BASED ON (Check one or more):

Observations _____ Records and Reports _____ Parental Input _____ Other: _____

DIRECTIONS: Place an (X) in the appropriate box.

COMPETENCY AREAS	SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
I. CLASSROOM and BEHAVIOR MANAGEMENT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. KNOWLEDGE OF SUBJECT MATTER:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. PLANNING FOR INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. DELIVERY OF INSTRUCTION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. ASSESSMENT OF STUDENT PERFORMANCE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. COMMUNICATION and CONSULTATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. PROFESSIONAL DEVELOPMENT PROGRAM:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII. OTHER PROFESSIONAL RESPONSIBILITIES:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IX. COUNSELING and ADVISEMENT:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL CONTRIBUTIONS: _____

ASSESSOR'S COMMENTS (Optional): _____

 Date Position of Assessor Signature of Assessor

EMPLOYEE COMMENTS (Optional): _____

I have read this report but my signature does not necessarily indicate my agreement. I understand that any written statement I wish to make regarding this performance report will be attached to the copy which is filed with the Superintendent.

 Signature of Principal Date Signature of Employee or Witness Date

(Cross out one)

(If the employee is unwilling to sign, this report is to be presented in the presence of a witness and countersigned by that witness.)

Distribution: White - Department of Human Resources; Canary - Assessor; Pink - Employee

SELF-ANALYSIS OF ESSENTIAL COMPETENCIES AND BEHAVIORAL INDICATORS FOR GUIDANCE COUNSELORS / CAREER SPECIALIST

Use this form to identify your strengths and developmental needs from which you can develop individual objectives.

Using the **scale** provided, indicate the frequency of the following:

1 - Almost Always

3 - Occasionally

5 - More information needed

2 - Sometimes

4 - Rarely or Never

6 - Not Applicable

COMPETENCY AREA I. CLASSROOM and BEHAVIOR MANAGEMENT

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | |
|--|-------|
| 1. Establishes rapport with students in the classroom by using effective verbal, nonverbal, and/or visual tools. | _____ |
| 2. Establishes classroom procedures and instructional techniques for the utilization and care of materials. | _____ |
| 3. Formulates a standard for student behavior in the classroom. | _____ |
| 4. Identifies causes of student misbehavior and employs appropriate and positive techniques for correcting it. | _____ |
| 5. Identifies and models attitudes and behaviors which reflect a feeling for the dignity and worth all students. | _____ |
| 6. Demonstrates instructional and social skills which assist students in interacting cooperatively and constructively with their peers. | _____ |
| 7. Demonstrates instructional and social skills which assist students in developing a positive self-concept. | _____ |
| 8. Demonstrates instructional skills and social skills which assist students in developing their own values, attitudes and beliefs. | _____ |
| 9. Demonstrates ability to use class efficiently. | _____ |
| 10. Maintains instructional momentum. | _____ |
| 11. Moves around the room when applicable. | _____ |
| 12. Develops and maintains a classroom environment conducive to effective learning. | _____ |
| 13. Develops and updates professional skills/expertise in behavior/classroom management through continuing education/training opportunities. | _____ |

COMPETENCY AREA II. KNOWLEDGE OF SUBJECT MATTER

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | |
|---|-------|
| 1. Identifies appropriate outcomes and indicators for a given subject area. | _____ |
| 2. Checks student comprehension of subject matter. | _____ |

3. Uses appropriate feedback techniques that give useful information to the student. _____
4. Conducts beginning and ending review of subject matter. _____
5. Applies concepts, laws, ethics, and rules relevant to subject matter. _____
6. Presents subject matter reflecting currently accepted methods, theories, and information. _____
7. Selects appropriate books and other instructional materials. _____
8. Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning. _____
9. Provides for adequate input from teachers, administrators, and students in the development of an annual developmental guidance plan. _____
10. Uses a guidance advisory committee as a means of involving faculty in the development of the annual guidance plan. _____
11. Conducts student, staff, parent needs assessments to insure that guidance services reflect actual needs. _____
12. Develops an annual guidance plan that clearly reflects the outcomes of the district's developmental guidance program. _____
13. Coordinates the planning and delivery of guidance services with the total school program. _____
14. Provides for adequate input from guidance counselors, teachers, administrators, and students in the development an annual career developmental plan. _____
15. Plans and delivers a comprehensive, school-based career development program. _____
16. Provides for adequate input from guidance staff, faculty, administration and students in the development of the career development program. _____
17. Conducts, in conjunction with guidance, a student needs assessment to insure that career specialist services reflect actual student needs and district outcomes. _____
18. Develops a career development program that meets the developmental needs of all students. _____

COMPETENCY AREA III. PLANNING FOR INSTRUCTION

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Selects, adapts, and/or develops instructional materials for a given set of instructional outcomes, indicators, and student learning needs. _____
2. Selects, develops, and sequences related learning strategies appropriate for a given set of instructional outcomes, indicators, and student learning needs. _____
3. Recognizes patterns of physical, social, and academic development in all students and assists students in their areas of need. _____
4. Diagnoses the entry level knowledge and/or skills of students for a given set of instructional outcomes and indicators by using diagnostic tests, observation, informal assessments, and student records. _____
5. Utilizes appropriate curriculum and instruction planning tools (written and/or electronic) and shows written evidence of preparation upon request of supervisors and administrators. _____

- 6. Actively consults with and teams with teachers on instruction. _____
- 7. Aligns and/or integrates guidance instructional units with academic and/or elective/vocational programs. _____

COMPETENCY AREA IV. DELIVERY OF INSTRUCTION

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Presents appropriate directions for carrying out instructional strategies. _____
- 2. Demonstrates ability to stimulate and direct student thinking. _____
- 3. Checks student comprehension by using appropriate questioning techniques. _____
- 4. Provides practice to promote student learning and retention. _____
- 5. Responds to student talk in ways that encourage student participation and that maintains academic focus. _____
- 6. Uses feedback procedures that give information to the student about the appropriateness of his/her response. _____
- 7. Conducts beginning and ending review of subject matter. _____
- 8. Controls the quality of vocal expression and tone. _____
- 9. Uses appropriate body language to express interest, excitement, and promote positive interactions. _____
- 10. Uses chalkboard, bulletin board, AV equipment and materials effectively. _____
- 11. Demonstrates ability to present forms of knowledge such as rules, laws and concepts with definitions, examples and non-examples. _____
- 12. Implements by instruction and action the district's curriculum/instruction goals, outcomes, indicators, and performance roles. _____
- 13. Employs a variety of instructional techniques and strategies consistent with the needs and learning styles of the individual or student groups involved. _____
- 14. Provides instructional units to students to improve/enhance personal/social, academic and career development skills. _____
- 15. Develops and implements a comprehensive classroom guidance program. _____
- 16. Develops and implements prevention units in the classroom as appropriate to the needs of students and the school. _____
- 17. Develops and maintains a career resource center for students, staff, community. _____
- 18. Provide individual group and classroom advisement programs to assist in the career exploration and decision-making process. _____
- 19. Provides career guidance activities to all students through a planned classroom guidance program. _____
- 20. Interprets the results of standardized and informal assessments to students as it relates to career development and post-secondary planning. _____
- 21. Implements career and academic advisement software programs. _____
- 22. Coordinates the "Career and Academic Planner" program. _____
- 23. Identifies and provides services for actual and potential early school leavers. _____
- 24. Develops and disseminates academic and job placement information to students. _____

- 25. Provides appropriate placement services to students, graduates and early school leavers. _____
- 26. Coordinates community field trips, career shadowing and career mentoring experiences for students. _____
- 27. Uses technology for career assessment, exploration, and decision-making activities. _____

COMPETENCY AREA V. ASSESSMENT OF STUDENT PERFORMANCE

SAMPLE BEHAVIORAL INDICATORS: **Frequency**

- 1. Uses appropriate assessment techniques to measure student achievement, knowledge, and performance according to criteria based on district outcomes and indicators. _____
- 2. Uses appropriate assessment techniques to meet the individual and group needs of students in the areas of personal/social, academic and career development and planning. _____
- 3. Completes appropriate quantitative and qualitative accountability and evaluation reports in order to assess the effectiveness of the school-based guidance programs and activities. _____
- 4. Uses assessment strategies to determine student performance, abilities, and areas of need in order to assist student's continuous development in the areas of learning, behavior, and social development. _____
- 5. Uses available technology to develop, interpret, or report assessment results. _____
- 6. Chooses or develops appropriate assessment instruments to measure student performance based on district curriculum and instruction outcomes. _____
- 7. Selects or develops appropriate assessment instruments related to specific learning objectives based on the age of the student. _____
- 8. Documents student progress through one or more of the following methods: standardized testing, behavioral checklists, anecdotal records, intervention documentation, portfolio assessment, student records, teacher consultation, parent conference. _____
- 9. Conducts assessments in a manner and setting which maintains high standards and minimizes student anxiety. _____
- 10. Uses appropriate assessment techniques to meet the individual and group needs of students in the areas of career and academic development and planning. _____
- 11. Uses assessment strategies to determine student performance, abilities, interests and areas of need in order to assist student's continuous career and academic development. _____

COMPETENCY AREA VI. COMMUNICATION and CONSULTATION

SAMPLE BEHAVIORAL INDICATORS: **Frequency**

- 1. Uses effective techniques to communicate with students, parents, staff, and other professionals. _____
- 2. Effectively communicates procedures/behaviors in both verbal and nonverbal styles with all students including those with disabilities and those of varying cultural and linguistic backgrounds. _____

3. Communicates with and challenges all students in a positive and supportive manner. _____
4. Communicates to all students high expectations for learning and positive mental health. _____
5. Maintains standards of mutually respectful interaction during individual and group activities. _____
6. Motivates, encourages, and supports individual and group inquiry. _____
7. Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately. _____
8. Verbally communicates information in a coherent and logical manner. _____
9. Writes in a logical, easily understood style with appropriate grammar and sentence structure. _____
10. Comprehends and interprets a verbal message correctly. _____
11. Reads, comprehends, and interprets professional material both verbally and in writing. _____
12. Communicates with students, parents, and others in language that is easily understood to review student progress and/or recommendations for interventions and/or special education placement. _____
13. Participates in parent/teacher conferences to offer resources/interventions to enhance student's successful behavioral and academic achievement. _____
14. Uses effective strategies to consult with educational, medical, mental health, other professionals and parents to promote student development and learning. _____
15. Consults with appropriate school personnel and community resources to obtain pertinent information about students in order to assess student's strengths and weaknesses relative to educational, behavioral, and health concerns. _____
16. Maintains a positive attitude with other professionals and parents in order to assist student progress. _____
17. Maintains the rule of confidentiality as appropriate. _____
18. Demonstrates effective parent consultation skills. _____
19. Provides inservice training workshops for faculty. _____
20. Assists faculty in developing/maintaining effective classroom techniques. _____
21. Conducts conferences with faculty and support personnel to exchange relevant information on students. _____
22. Assists in the referral of students for special services/programs and participates in the student staffing process, including in-school and ESE staffings. _____
23. Communicates to all students high expectations for learning and positive mental health. _____
24. Consults with appropriate school and community staff to share and obtain pertinent information on students' strengths and weaknesses relative to their academic and career planning process. _____

COMPETENCY AREA VI. PROFESSIONAL DEVELOPMENT PROGRAM

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Engages in continuous professional development and school improvement. _____

2. Establishes individual goals and objectives in the development of a Professional Development Plan that supports the overall school/district/state improvement plan or goals. _____
3. Keeps abreast of developments in instructional methodology, technology, learning and second language acquisition theories, and psychological and sociological trends in order to facilitate the most appropriate learning environments for students. _____
4. Works in various group settings to analyze the effectiveness of instruction in the school and to develop improvement strategies reflected in the School's Continuous Improvement Plan. _____
5. Shows evidence of improvement in her/his performance in providing services to students, families, and staff. _____
6. Continues to expand his/her own repertoire of professional experiences, e.g. conducting inservice activities, mentoring colleagues, providing leadership in professional committees and associations, and utilizing research appropriately. _____
7. Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning. _____

COMPETENCY AREA VIII: OTHER PROFESSIONAL RESPONSIBILITIES

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Comprehends and works with fundamental mathematical concepts. _____
2. Keeps accurate records. _____
3. Maintains and promptly submits accurate and complete records and reports as required by law, statute, district policy, or procedures. _____
4. Works harmoniously with others. _____
5. Arrives at work and to assigned classes on time. _____
6. Is punctual in meeting responsibilities. _____
7. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. _____
8. Maintains an appropriate and professional appearance. _____
9. Is regular in attendance except when on authorized leave. _____
10. Upholds school rules, administrative procedures, and School Board policies. _____
11. Attends and participates in appropriate school-based and district meetings. _____
12. Assists in the maintenance and evaluation of students' educational records. _____
13. Understands and adheres to the profession's Code of Ethics. _____

COMPETENCY AREA IX. COUNSELING and ADVISEMENT WITH STUDENTS

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Uses advisement and counseling strategies that are appropriate for the presenting needs or problem. _____

2. Maintains an objective attitude during the counseling session. _____
3. Maintains a professional demeanor with the parties involved in the counseling session(s). _____
4. Refers students, parents, and others to community resources when appropriate for the presenting problem. _____
5. Informs the parties involved in counseling of the rules of confidentiality and the exceptions to those rules. _____
6. Utilizes accepted and ethical practices during counseling sessions with individuals and groups. _____
7. Participants in continuing education opportunities to further skills development in this area. _____
8. Provides counseling referrals for students/parents/staff to appropriate resources for requested community mental health care. _____
9. Works directly with students, individually and in groups, to provide counseling regarding problems that are interfering with achievement and/or school adjustment. _____
10. Works with students--individually, in groups, and in the classroom--to provide academic and career advisement services and programs. _____
11. May provide grief and/or crisis intervention services. _____
12. Assists all new students in adjusting to school through planned student orientation programs (individual and group). _____
13. Assists students in making academic and career choices by providing appropriate advisement services. _____
14. Assists in the administration and interpretation of the district's and/or student services testing programs. _____
15. Provides individual and/or group programs to improve the motivation and achievement levels of students experiencing academic difficulty. _____
16. Provides individual and/or group programs in effective study skills for students experiencing academic difficulty. _____
17. Provides individual and/or group counseling for students experiencing personal/social problems. _____
18. Provides individual and/or group counseling for students with health-related problems. _____
19. Provides appropriate placement services (academic and career) for all students, graduates, and early school leavers. _____
20. Provides reinforcing activities for high achieving or specially selected students. _____
21. Maintains an objective attitude during advisement session(s). _____
22. Maintains a positive and professional demeanor with the parties involved in the advisement process. _____
23. Refers students, parents, and others to community agencies/resources when appropriate for the presenting problem or need. _____
24. Participates in continuing education opportunities to further develop and improve technical skills in this area. _____
25. Works with students--individually, in groups, and in the classroom--to provide academic and career advisement services and programs. _____

DISTRICT SCHOOL BOARD OF PASCO COUNTY
SCHOOL PSYCHOLOGIST / SCHOOL NURSE /
SCHOOL SOCIAL WORKER / PRE-K RESOURCE TEACHER ASSESSMENT

MIS Form #314
7/99

(CHECK ONE)

- 1st Year in Pasco County
 More Than 1 Year in Pasco County

Name of Person Assessed _____

POSITION OF PERSON ASSESSED (Check one): School Psychologist School Nurse
 School social Worker Pre-K Resource Teacher

S.S. No. _____

School Name _____ School No. _____ School Year _____

PERIOD OF OBSERVATION: FROM: _____ TO: _____

Certification Areas: _____ Primary Assignment: In-Field Out-of-Field

REPORT OF ASSESSMENT IS BASED ON: (Check one or more)

Observations _____ Records and Reports _____ Parental Input _____ Other: _____

DIRECTIONS: Place an (X) in the appropriate box.

COMPETENCY AREA

	SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
I. ASSESSMENT OF STUDENT PERFORMANCE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. CONSULTATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. COUNSELING:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. COMMUNICATION:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. PLANNING / DELIVERY OF PROFESSIONAL DEVELOPMENT PROGRAMS:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. RECOMMENDATIONS / FOLLOW UP:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. PROFESSIONAL DEVELOPMENT PROGRAM:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII. OTHER PROFESSIONAL RESPONSIBILITIES:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL CONTRIBUTIONS: _____

ASSESSOR'S COMMENTS (Optional): _____

Date _____ Position of Assessor _____ Signature of Assessor _____

EMPLOYEE COMMENTS (Optional): _____

I have read this report but my signature does not necessarily indicate my agreement. I understand that any written statement I wish to make regarding this performance report will be attached to the copy which is filed with the Superintendent.

Signature of Principal _____ Date _____ Signature of Employee or Witness _____ Date _____

(If the employee is unwilling to sign, this report is to be presented in the presence of a witness and countersigned by that witness.)

Distribution: White - Department of Human Resources; Canary - Assessor; Pink - Employee

SELF-ANALYSIS OF ESSENTIAL COMPETENCIES AND BEHAVIORAL INDICATORS FOR SCHOOL PSYCHOLOGIST / SCHOOL NURSE / SCHOOL SOCIAL WORKER / PRE-K RESOURCE TEACHER

Use this form to identify your strengths and developmental needs from which you can develop individual objectives.

Using the scale provided, indicate the frequency of the following:

1 - Almost Always
2 - Sometimes

3 - Occasionally
4 - Rarely or Never

5 - More information needed
6 - Not Applicable

COMPETENCY AREA I: ASSESSMENT OF STUDENT PERFORMANCE
Uses assessment strategies to determine student performance, abilities, and areas of need in order to assist student's continuous development in the areas of learning, behavior, social development, and health.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|----|--|-------|
| 1. | Uses available technology to develop, interpret, or report assessment results. | _____ |
| 2. | Chooses or develops appropriate assessment instruments to measure student performance based on District curriculum outcomes, Sunshine State Standards and assessment methodology expertise. (SP) | _____ |
| 3. | Selects or develops appropriate assessment instruments related to specific learning objectives based on the age of the student. (SP) | _____ |
| 4. | Uses appropriate assessment techniques to meet the individual needs of all students by diagnosing strengths and weaknesses in order to make appropriate recommendations for teachers and parents regarding interventions and special education placement. (SP) | _____ |
| 5. | Evaluates referred students in a timely way based on formal and informal assessment techniques and provides feedback to students as appropriate. (SP) | _____ |
| 6. | Provides comprehensive feedback to parents of the evaluation results and the specific recommendations for interventions and/or special education placement in a timely fashion. (SP) | _____ |

7. Documents student progress through one or more of the following methods:(SP,SW,RT) _____
- √ standardized testing
 - √ behavioral checklists
 - √ anecdotal records
 - √ intervention documentation
 - √ portfolio assessment
 - √ student records
 - √ teacher consultation
 - √ parent conference
8. Conducts evaluations in a manner and setting which maintains high standards and minimizes student anxiety. (SP) _____
9. Appraises / assesses health status of students. (SN) _____
10. Assists in care of ill or injured. (SN) _____
11. Implements health screening programs. (SN) _____
12. Assists in identification of high risk students. (SN) _____
13. Assists in providing a healthy, safe environment for students and staff. (SN) _____
14. Provides emergency first aid, as applicable. (SN) _____
15. Implements and monitors students completion and compliance in regards to immunizations.(SN) _____
16. Evaluates referred students in a timely way based on formal and informal assessment techniques and provides feedback to students/parents/schoolpersonnel as appropriate. (SW) _____
17. Demonstrates working knowledge of age appropriate assessments. (RT) _____
18. Provides technical assistance to staff regarding formal and informal assessment strategies or techniques. (RT) _____
19. Assists in identification of at-risk children. (RT) _____

COMPETENCY AREA II: CONSULTATION WITH EDUCATIONAL AND OTHER PROFESSIONALS

Uses effective strategies to consult with educational, medical, mental health, and other professionals and parents to assist students development.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Consults with appropriate school personnel and community resources to obtain pertinent information about students in order to assess all student's strengths and weaknesses relative to educational, behavioral, and health concerns. _____
2. Maintains a positive attitude with other professionals and parents in order to assist student progress. _____
3. Maintains the rule of confidentiality as appropriate. _____
4. Consults with parents or guardians of students to obtain pertinent information in order to assess all student's strengths and weaknesses relative to referral concerns. (SP) _____
5. Utilizes all appropriate resources to assist student learning and social behavioral outcomes. (SP) _____
6. Consults with parents, students, staff and others as a liaison regarding health concerns. (SN) _____
7. Consults with public health department epidemiology as needed for control of communicable diseases. (SN) _____
8. Participates in parent - nurse conferences. (SN) _____
9. Consults with parents or guardians of students to obtain pertinent information in order to assess all student's strengths and weaknesses relative to referral concerns. (SW) _____
10. Utilizes appropriate resources to assist student learning and social behavioral outcomes. (SW) _____
11. On an on-going basis makes appropriate referrals to community agencies and consults with these referral sources, networking families and children with necessary services. (SW) _____
12. Helps, when necessary, to interpret records from community agencies, i.e. mental health, in order to better help with student learning and achievement. (SW) _____

COMPETENCY AREA III: COUNSELING WITH STUDENTS, FAMILIES, AND OTHERS
Uses counseling strategies that are appropriate for the presenting problem.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|--|-------|
| 1. | Maintains an objective attitude during the counseling session. | _____ |
| 2. | Maintains a professional demeanor with the parties involved in the counseling session(s). | _____ |
| 3. | Refers students, parents, and others to community resources when appropriate for the presenting problem. | _____ |
| 4. | Informs the parties involved in counseling of the rules of confidentiality and the exceptions to those rules. (SP) | _____ |
| 5. | Utilizes accepted and ethical practices during counseling sessions with individuals and groups. (SP) | _____ |
| 6. | Participates in continuing education opportunities to further skills development in this area. (SP) | _____ |
| 7. | Provides counseling and referrals for students/parents/staff to appropriate resources for requested community mental health care or outside assessment needs. (SP) | _____ |
| 8. | Provides counseling and referrals for students / parents / or staff to appropriate resources for needed health care. (SN) | _____ |
| 9. | Consultation and follow-up with school initiated referrals to community agencies. (SW) | _____ |
| 10. | Informs the parties involved in counseling of the rules of confidentiality and the exceptions to those rules. (SW) | _____ |
| 11. | Works directly with students, individually and in groups, to provide counseling regarding problems that are interfering with achievement and/or school adjustment. (SW) | _____ |
| 12. | May work with faculty / staff, parent groups, other community groups in order to enhance the understanding of child development, students' needs and resources to encourage student achievement and healthy lifelong decision making. (SW) | _____ |

13. Works with students and their families to overcome barriers to school attendance and achievement. (SW) _____
14. May provide crisis intervention services. (SW) _____

COMPETENCY AREA IV: COMMUNICATION SKILLS

Uses effective techniques to communicate with students, parents, and other professionals.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | | |
|-----|---|-------|
| 1. | Effectively communicates procedures/behaviors effectively in both verbal and nonverbal styles with all students including those with disabilities and those of varying cultural and linguistic backgrounds. | _____ |
| 2. | Communicates with and challenges all students in a positive and supportive manner. | _____ |
| 3. | Communicates to all students high expectations for learning and positive mental health. | _____ |
| 4. | Maintains standards of mutually respectful interaction during individual work and group activities. | _____ |
| 5. | Motivates, encourages, and supports individual and group inquiry. | _____ |
| 6. | Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately. | _____ |
| 7. | Verbally communicates information in a coherent and logical manner. | _____ |
| 8. | Writes in a logical, easily understood style with appropriate grammar and sentence structure. | _____ |
| 9. | Comprehends and interprets a verbal message correctly. | _____ |
| 10. | Reads, comprehends, and interprets professional material both verbally and in writing. | _____ |
| 11. | Establishes positive interactions and rapport with students to promote reliable and valid results of assessment procedures. (SP) | _____ |

- 12. Communicates with students, parents, and others in language that is easily understood to review results of evaluations and recommendations for interventions and/or special education placement. (SP) _____
- 13. Communicates with students, parents, and others in verbal or written form information regarding health or medical issues that is easily understood. (SN) _____
- 14. Completes Social Histories and Arbitration Reports in a timely and professional manner. (SW) _____
- 15. Participates in parent/teacher conferences to offer resources/ interventions to enhance student's successful behavioral and academic achievement. (SW) _____
- 16. Helps students and their families to understand School Board policy and their legal rights, in an effort to assist them in directing their concerns to the appropriate authorities. (SW) _____

COMPETENCY AREA V: PLANNING / DELIVERY OF TRAINING/INSERVICE
Provides training and inservice to teachers and administrators as needed based on effective and innovative strategies and research.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Seeks inservice and training needs yearly of teachers and staff at each school served. _____
- 2. Plans and develops training modules needed for presentations to faculties, teachers, administrators, and other personnel. _____
- 3. Plans and develops training modules needed for families and community partners. (RT) _____
- 4. Utilizes effective strategies in teaching new concepts. _____
- 5. Demonstrates effective trainer competencies. (RT) _____
- 6. Uses comprehensive handouts to aid as future resources. _____
- 7. Provides inservice training for teachers on strategies for working with special needs students, behavior management in the classroom, and best practice instructional strategies. (SP) _____

- 8. Provides health inservices for faculty and staff. (SN) _____
- 9. Provides Bloodborne pathogen inservices yearly. (SN) _____
- 10. Provides training opportunities to faculty and staff relating to cultural, economic and community influences which affect the learning environment. (SW) _____
- 11. Provides training either directly or via coordination efforts with community agencies and school personnel to give information and referral services in the areas of child abuse, substance abuse, crisis intervention and mentalhealth to students and their families. (SW) _____

COMPETENCY AREA VI: RECOMMENDATIONS/FOLLOW UP

Utilizes all data and other information to develop recommendations for interventions and/or placement for special education, follow up monitoring for learning, behavior, and health issues, and recommendations for community resources for families.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- 1. Follows through with recommendations from In School Staffing Committee in a timely fashion. _____
- 2. Makes contact with parents and/or common resources regarding follow up with students who have learning, behavior, or health concerns. _____
- 3. Communicates effectively with parents regarding follow up with students who have learning, behavior, or health concerns. (RT) _____
- 4. Makes recommendations that are appropriate for the basic education classroom teacher to implement within reasonable time constraints. (SP) _____
- 5. Makes recommendations that are appropriate for the student's deficit areas and that have some research or experience basis for positive expectations. (SP) _____
- 6. Makes recommendations that are appropriate for the student's age and developmental stage. (SP) _____
- 7. Does appropriate follow-up on cases regarding students who have complicated problems and are difficult to determine appropriate interventions/placement decisions. (SP) _____

- 8. Follows up in a timely fashion on health screening failures. (SN) _____
- 9. Completes referrals in a timely manner. (SN) _____
- 10. Assists in interpretation of medical information and makes appropriate recommendations as needed. (SN) _____
- 11. Cooperates with community health, mental health, education and welfare agencies to share and coordinate information and recommendations to ensure maximum use of resources in the best interest of children. (SW) _____
- 12. Coordinates interventions and recommendations with community groups to promote regular student attendance. (SW) _____

COMPETENCY AREA VII: PROFESSIONAL DEVELOPMENT PROGRAM
Engages in continuous professional development and school improvement.

<u>SAMPLE BEHAVIORAL INDICATORS:</u>	<u>Frequency</u>
1. Establishes individual goals and objectives in the development of a Professional Development Plan that supports the overall school/district/state improvement plan or goals.	_____
2. Keeps abreast of developments in instructional methodology, technology, learning and second language acquisition theories, and psychological and sociological trends in order to facilitate the most appropriate learning environments for students.	_____
3. Works in various group settings to analyze the effectiveness of instruction in the school and to develop improvement strategies reflected in the School's Continuous Improvement Plan.	_____
4. Shows evidence of improvement in her/his performance in providing services to students and families.	_____
5. Continues to expand his/her own repertoire of professional experiences, e.g. publishing, conducting inservice activities, mentoring colleagues, providing leadership in professional associations, and utilizing research appropriately.	_____
6. Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.	_____

COMPETENCY AREA VIII: OTHER PROFESSIONAL RESPONSIBILITIES
Professionally performs all student services duties and responsibilities, complying with applicable laws, rules, policies and regulations.

<u>SAMPLE BEHAVIORAL INDICATORS:</u>	<u>Frequency</u>
1. Keeps accurate records necessary in the performance of his/her student services duties.	_____
2. Maintains and promptly submits accurate, complete, and correct records and reports as required by law, district policy, and administrative regulations.	_____
3. Recognizes in students overt signs of child abuse and severe emotional distress and takes appropriate intervention, referral, and reporting actions.	_____
4. Works harmoniously with others.	_____
5. Is punctual in meeting responsibilities.	_____
6. Takes all necessary and reasonable precautions to protect students, families, teachers, other personnel, equipment, materials, and facilities.	_____
7. Maintains a personal appearance appropriate to assignment.	_____
8. Is regular in attendance except when on authorized leave.	_____
9. Upholds school rules, administrative regulations, and Board policies.	_____
10. Attends and participates in required meetings.	_____
11. Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' educational, social, linguistic, cultural, and emotional needs.	_____
12. Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources, including communities whose heritage language is not English.	_____
13. Adheres to the NASP and FASP Code of Ethics and Principles of Professional Conduct. (SP)	_____

- 14. Adheres to the Code of Ethics and Principles of Professional Conduct for Registered Nurses. (SN) _____
- 15. Adheres to the NASW (National Association of Social Workers) Code of Ethics and Principles of Professional Conduct. (SW) _____
- 16. Serves as a liaison between the home environment and school. (SW) _____
- 17. Participates in school attendance policies/plans and their implementation. (SW) _____

**DISTRICT SCHOOL BOARD OF PASCO COUNTY
READING/LEARNING SPECIALIST ASSESSMENT**

MIS Form #316
7/99

(CHECK ONE)

- 1st Year in Pasco County
 More Than 1 Year in Pasco County

 Name of Person Assessed
 POSITION OF PERSON ASSESSED (Check one): _____ Reading Specialist _____ Learning Specialist

S.S. No. _____

 School Name School No. School Year

PERIOD OF OBSERVATION: FROM: _____ TO: _____

Certification Areas: _____ Primary Assignment:
 In-Field Out-of-Field

REPORT OF ASSESSMENT IS BASED ON: (Check one or more)
 Observations _____ Records and Reports _____ Parental Input _____ Other: _____

DIRECTIONS: Place an (X) in the appropriate box.

COMPETENCY AREA

- I. LEARNING ENVIRONMENT
- II. KNOWLEDGE / USE OF READING EXPERTISE:
- III. ASSISTANCE IN PLANNING FOR INSTRUCTION:
- IV. STAFF DEVELOPMENT:
- V. ASSESSMENT OF STUDENT PERFORMANCE:
- VI. COMMUNICATION:
- VII. PROFESSIONAL DEVELOPMENT PROGRAM:
- VIII. OTHER PROFESSIONAL RESPONSIBILITIES:

SATISFACTORY	UNSATISFACTORY	NOT APPLICABLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL CONTRIBUTIONS: _____

ASSESSOR'S COMMENTS (Optional): _____

 Date Position of Assessor Signature of Assessor

EMPLOYEE COMMENTS (Optional): _____

I have read this report but my signature does not necessarily indicate my agreement. I understand that any written statement I wish to make regarding this performance report will be attached to the copy which is filed with the Superintendent.

 Signature of Principal Date Signature of Employee or Witness Date

(If the employee is unwilling to sign, this report is to be presented in the presence of a witness and countersigned by that witness.)

Distribution: White - Department of Human Resources; Canary - Assessor; Pink - Employee

SELF-ANALYSIS OF ESSENTIAL COMPETENCIES AND BEHAVIORAL INDICATORS FOR READING SPECIALISTS / LEARNING SPECIALISTS

Use this form to identify your strengths and developmental needs from which you can develop individual objectives.

Using the **scale** provided, indicate the frequency of the following:

1 - Almost Always
2 - Sometimes

3 - Occasionally
4 - Rarely or Never

5 - More information needed
6 - Not Applicable

COMPETENCY AREA I. LEARNING ENVIRONMENT

Creates and maintains positive learning environments in which students are actively engaged in learning.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | |
|---|-------|
| 1. Helps to create and maintain an environment of literacy conducive to effective learning. | _____ |
| 2. Establishes a rapport and maintains constructive interaction with individuals/groups. | _____ |
| 3. Exhibits behaviors which depict respect and a feeling for the dignity and worth of others including those from other ethnic, cultural, linguistic, and economic groups. | _____ |
| 4. Demonstrates ability to use teacher/student time efficiently. | _____ |
| 5. Maintains instructional momentum in classroom demonstrations and in staff development. | _____ |
| 6. Applies current research or technology to the classroom situation. | _____ |
| 7. Demonstrates instructional and social skills which assist students in interacting constructively with their peers and promotes the development of a positive self-concept. | _____ |

COMPETENCY AREA II. KNOWLEDGE AND USE OF READING EXPERTISE
Demonstrates knowledge and understanding of the subject matter.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

- | | |
|--|-------|
| 1. Develops short and long term goals/objectives for the school-wide reading and language arts (elementary) program consistent with the Sunshine State Standards and District curriculum. | _____ |
| 2. Demonstrates /communicates breadth of subject matter knowledge that enables the audience to approach and to interrelate topics from a variety of perspectives, interests, and points of view. | _____ |
| 3. Uses the current references, materials, and technology of the subject field in a manner appropriate to the developmental stage of the learner. | _____ |

4. Demonstrates an understanding of subject matter that fosters the integration of instruction. _____
5. Assists in the selection, coordination and training of curriculum, media, and software materials. _____
6. Maintains a collection of professional reading/learning materials which reflect current research. _____

COMPETENCY AREA III. ASSISTANCE IN PLANNING FOR INSTRUCTION
Plans effective instruction in a variety of learning environments.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Collaborates with school personnel in planning and monitoring school-wide reading and language arts (elementary) program. _____
2. Assists school personnel with the selection, development, and implementation of intervention/remediation programs for students with difficulties with reading/writing/ thinking/learning. _____
3. Facilitates the integration of reading/writing skills/strategies/technology in the content areas' instructional programs. _____
4. Diagnoses/coordinates the diagnosis of entry-level or present skills in reading and writing of students. _____
5. Uses appropriate criteria to assist teachers and support staff in the selection, adaptation, and/or development of instructional materials to meet the objectives of the Sunshine State Standards, Pasco County Curriculum, and student learning needs. _____
6. Assists school personnel in using individual, small, and large group instructional settings. _____
7. Recommends appropriate learning strategies/skills for patterns of physical, social, and academic development of students. _____
8. Works cooperatively with colleagues in planning instruction. _____
9. Assists school personnel in selecting leveled reading materials to provide developmentally appropriate instruction. _____

COMPETENCY AREA IV. STAFF DEVELOPMENT
Delivers instruction using effective techniques that promote student learning and that are consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Demonstrates the ability to present reading and writing as a process and encourages literacy and life-long learning. _____

2. Conducts meaningful instruction which encourages teachers to use techniques which involve students in thought processes before, during, and after reading and writing. _____
3. Models techniques for effective delivery of instruction in classroom demonstrations/staff development sessions. _____
4. Demonstrates the ability to integrate reading and language arts (elementary) instruction and technology. _____
5. Provides staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed. _____
6. Provides school personnel with information about new materials and recent reading and language arts (elementary) developments in their specific instructional area. _____
7. Serves as a member of district committees for the development of activities, resources and programs to disseminate information and promote cooperation among schools. _____
8. Provides for on-going evaluation of the reading and language arts (elementary) plan and assists with modifications as needed. _____

COMPETENCY AREA V. ASSESSMENT OF STUDENT PERFORMANCE

Uses assessment strategies to monitor gains in student performance and assist the continuous development of the learner consistent with sound educational practices.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Coordinates screening and evaluation of students for readiness and placement in the reading program as needed. _____
2. Selects and administers further assessment and interprets the results as needed. _____
3. Coordinates the evaluation of student reading progress on a regular basis and provides appropriate feedback to students, school personnel and parents as needed. _____
4. Assists school personnel with the coordination of standardized assessments. _____

COMPETENCY AREA VI. COMMUNICATION

Uses effective techniques to communicate with students, parents, and other stakeholders.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Effectively communicates procedures/behaviors with all students including those with disabilities and those of varying cultural and linguistic backgrounds. _____
2. Communicates with and challenges all students in a positive and supportive manner. _____

3. Communicates to all students high expectations for learning. _____
4. Maintains standards of mutually respectful interaction during individual work and group activities. _____
5. Motivates, encourages, and supports individual and group inquiry. _____
6. Communicates with colleagues, school and community specialists, administrators, and families consistently and appropriately. _____
7. Verbally communicates information on a given topic in a coherent and logical manner. _____
8. Writes in a logical, easily understood style with appropriate grammar and sentence structure. _____
9. Comprehends and interprets a verbal message correctly. _____
10. Reads, comprehends, and interprets professional material both verbally and in writing. _____
11. Interprets the school's reading and language arts (elementary) program for staff, parents, and members of the community. _____
12. Provides effective public relations activities which communicate the contributions of reading and language arts (elementary) to learning, such as open houses, newsletters, and presentations to parent and community groups. _____

COMPETENCY AREA VII. PROFESSIONAL DEVELOPMENT PROGRAM
Engages in continuous professional development and school improvement.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Establishes individual goals and objectives in the development of a Professional Development Plan that support the overall school/district/state improvement plan or goals. _____
2. Assists in establishing department/team goals and objectives in the development of a Department/Team Goals Plan that support the overall school/district/state improvement plan or goals. _____
3. Keeps abreast of developments in instructional methodology, technology, learning and second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning. _____
4. Works in various group settings to analyze the effectiveness of instruction in the school and to develop improvement strategies reflected in the School's Continuous Improvement Plan. _____
5. Shows evidence of supporting school personnel to increase student achievement. _____
6. Continues to expand her/his own repertoire of professional experiences, (e.g.) conducting inservice activities, mentoring colleagues, participating in professional associations, utilizing research appropriately, or publishing. _____

7. Takes advantage of opportunities for professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
-

COMPETENCY AREA VIII. OTHER PROFESSIONAL RESPONSIBILITIES
Professionally performs all teaching duties and responsibilities, complying with applicable laws, rules, policies and regulations.

SAMPLE BEHAVIORAL INDICATORS:

Frequency

1. Keeps accurate records of class and individual student progress (elementary).

2. Maintains and promptly submits accurate, complete, and correct records and reports as required by law, district policy, and administrative regulations.

3. Recognizes overt signs of child abuse and severe emotional distress and takes appropriate intervention, referral and reporting actions.

4. Is punctual in meeting responsibilities.

5. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

6. Maintains a personal appearance appropriate to assignment.

7. Is regular in attendance except when on authorized leave.

8. Upholds school rules, administrative regulations, and Board policies.

9. Attends and participates in required meetings.

10. Demonstrates respect for culturally diverse perspectives, ideas, and options and encourages contributions from an array of school and community sources.

11. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

12. Participates in school leadership activities.

13. Participates in school curriculum planning.

DISTRICT SCHOOL BOARD OF PASCO COUNTY PROFESSIONAL DEVELOPMENT PLAN

Name: _____ School: _____
 Assignment: _____ School Year: _____
 Date Prepared: _____ Anticipated Review Date(s): _____

		Tied to School Continuous Improvement Plan Goal(s):
Professional Development Objective(s) <i>(What do I hope to accomplish?)</i>	1.	
Professional Development Activity(ies) <i>(The activities I will pursue to meet my objective(s). These may include workshops, study groups, action research, independent reading, online or distance learning opportunities, college course work, etc.)</i>	1.	
Expected Impact on My Job Performance <i>(What evidence will there be to indicate that my professional objective(s) have been met?)</i>		
Expected Student Performance Outcomes/Gains <i>(What evidence will there be to indicate that my students' performance has changed as a result of my professional development objective(s)?)</i>		
Assistance/Resources Required:		
Conference Notes		Dates
Employee signature: _____		Final Review Date
Assessor's signature: _____		

DIRECTIONS FOR COMPLETING THE PROFESSIONAL DEVELOPMENT PLAN

PLAN REQUIREMENTS

Each teacher is required to prepare an annual professional development plan that will:

1. state one or more professional development objectives,
2. provide at least one development objective that will directly relate to student performance and show how student performance changed as a result of meeting that objective.

The principal may require that one objective, but no more than one, be directly related to a school or team goal.

PREPARING FOR PLAN DEVELOPMENT

The plan may be completed at the close of each year in preparation for next year's activity or no later than 30 work days after the beginning of the school year. The school principal is responsible for designating the completion date. The principal will discuss the objective setting process with the teacher to provide direction.

Prior to writing the objective(s), the teacher may wish to review such data sources as

- School-wide student performance data
- Student performance in the teacher's classroom
- School goals
- Team goals
- Self-analysis forms as identified in the district performance appraisal system
- Certification needs
- Parental input

WRITING OBJECTIVES

Each objective should be:

- stated in the future tense and in simple terms,
- feasible, and primarily under the teacher's control,
- student performance expectations should be obtainable, yet challenging; quantitatively measurable or at least observable in evidence of teacher and/or student work products or teaching/learning behaviors
- accomplished by the individual teacher

EXPECTED STUDENT PERFORMANCE OUTCOMES / GAINS

When deciding upon how the teacher will show evidence of expected student performance outcomes/gains, the teacher may consider one or more of the following:

- Anecdotal records
- Classroom tests
- Observational checklists
- Performance demonstrations
- Portfolio assessment
- Product assessments
- Student assessment records.
- Standardized assessment as prescribed by the Florida High Quality School Program (FCAT, SAT, Florida Writes, etc.)

INITIAL REVIEW/PLAN APPROVAL

The principal and teacher shall review the plan. The plan approval requires that the teacher and principal agree to all components of the plan.

PLAN MONITORING AND REVISION

The teacher is responsible for monitoring his or her progress to ensure student performance gains as well as other stated activities. While performance gains should be realistic and attainable, they should be challenging.

It is necessary for a teacher to demonstrate student progress as agreed to by the teacher and principal and stated in the component of the plan, Expected Student Performance Outcomes/Gains. Should the teacher become aware of the need to adjust those expectations and/or any of the other components of the plan, the teacher is expected to conference with the principal immediately. The teacher and principal shall discuss the component(s) and mutually agree to the plan revision.

SUMMATIVE EVALUATION OF PLAN

The principal and teacher will meet and review the teacher's accomplishment of the stated objective(s), plan activities, expected impact on job performance and expected student performance outcomes/gains. The principal is responsible for making a summative statement of satisfactory or unsatisfactory on the district summative evaluation instrument.

DISTRIBUTION OF PDP FORM MIS #374

The original form is to be retained by the teacher and a copy is provided to the administrator. Do not forward a copy of this form to the Department of Human Resources or any other person or department.