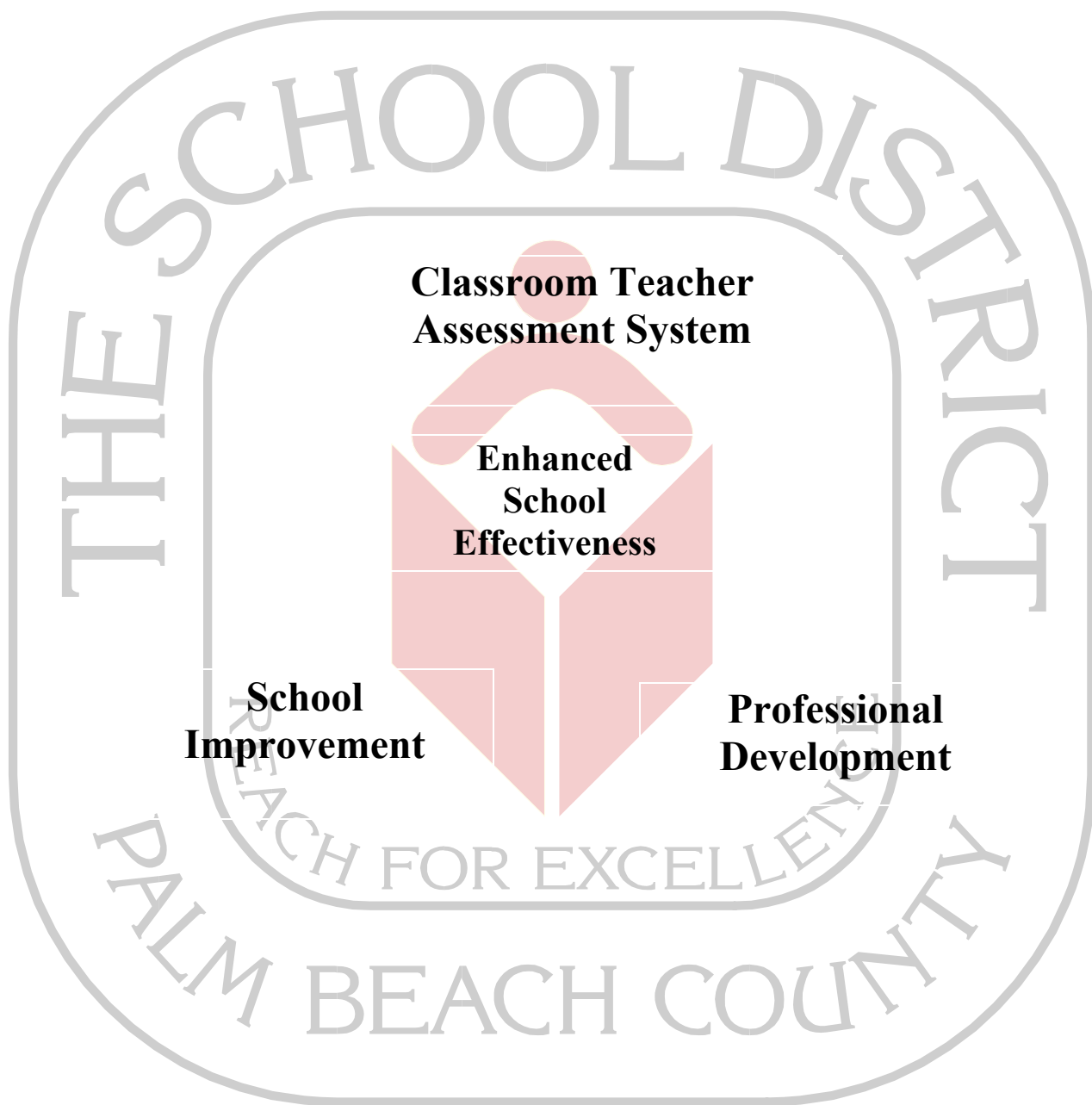


Classroom Teacher Assessment System (CTAS) Evaluation Handbook



The School District of Palm Beach County

The School Board and Superintendent of Palm Beach County are committed to promoting the continuous professional growth of all teachers in order to insure a quality education for our students.

Arthur Johnson, PhD., Superintendent

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OVERVIEW

Introduction: The Classroom Teacher Assessment System (CTAS) was developed by the Joint Teacher Evaluation Committee. The committee was comprised of principals, teachers, district administrators, Classroom Teachers Association (CTA) representatives and Motorola advisors. The intent was to provide direction to supervisors and teachers regarding the evaluation of teachers.

Handbook Contents: The handbook consists of the Purpose of the Evaluation System, an Overview of the Evaluation Processes, the Accomplished Educators' Assessment (AEA) Guide and the Competency Assessment (CA) Guide.

Accomplished Educators' Assessment Guide: The guide contains the process for the evaluation of a teacher using the AEA. This process is the formative assessment for teachers. The AEA provides for continuous quality improvement for veteran teachers. The teachers who meet the criteria outlined in this guide may choose to participate in this objective setting process.

Competency Assessment Guide: The guide contains the process for the evaluation of a teacher using the Competency Assessment. This process is the summative assessment process that is used to assess Annual Contract (AC) teachers and Professional Service/Continuing Contract (PSC/CC) teachers who are not evaluated using the AEA. In addition, the Competency Assessment is used every fourth year to reassess PSC/CC teachers who participate in the AEA process. The Competency Assessment is also used to identify and provide support to teachers with performance deficiencies. The guide contains the Classroom Teacher Assessment System Evaluation form, performance criteria indicators, definitions of terms used throughout the guide, data collection sources, guidelines in both a written format and a flowchart format, samples of letters, a school-site assistance plan format and a district assistance plan format.

Sources of Authority: The following documents provide the research base for the CTAS:

- Educators' Accomplished Practices for the Twenty-First Century
- Performance Assessment Criteria section 1012.34, F.S.
- Minimum Competencies for Professional Certification Section 1012.56, F.S.
- Teacher Certification Examination/Essential Teaching Competencies
- School Improvement & Accountability Goals
- State Board Rule 6B-5 Standards for Competent Professional Performance

Additional Resources:

- Florida District Evaluation Systems Reviewed:

Broward County	Monroe County
Collier County	Pinellas County
Dade County	Sarasota County
Hillsborough County	Volusia County
Leon County	

- **Other Evaluation Systems Reviewed:**

Connecticut
Danville, Virginia
North Carolina
South Carolina

Texas
Waynesboro, Pennsylvania
Williamsboro, Pennsylvania
James City County Public Schools

- **Motorola, Inc., Paging Products Group's Self-Directed Learning Process**
- **Research on Self-Directed Learning by Dr. Lucy Guglielmino, Florida Atlantic University**
- **Accomplished Practices**
- **Accomplished Professional, and Pre-professional Competencies for Teachers of the Twenty-First Century**
- **Making a Difference: Teachers' Sense of Efficacy and Student Achievement**
- **Teacher Evaluation: A study of effective practices**
- **Horace's Compromise: The Dilemma of the American High School**

Additional Literature Sources: See the attached Review of the Literature

Training: Joint training will be provided to the principals and a teacher, who is a member of CTA, from each school and district/area office location. A training video has been produced for the AEA process and the Competency Assessment to be used, in conjunction with the CTAS handbook, to train teachers who are new to the district on the system that will be used for their evaluation.

Parental Input: An annual district survey provides the opportunity for parental input into the evaluation of classroom teachers. Parental input is encouraged at centers through newsletters and/or school-site surveys. In addition, Criterion 13, Working Relationships with Parents, described in the Competency Assessment guide in the CTAS handbook, is an area on the evaluation where classroom teachers are rated on their ability to provide an effective working relationship with parents/guardians to increase student achievement.

Student Achievement: Student performance is an important component of the evaluation of classroom teachers in Palm Beach County. Criterion 8, Assessment, described in the Competency Assessment guide in the CTAS Handbook, evaluates the teacher's ability to facilitate student learning.

School Improvement Plan: The teacher's ability to provide support to the school improvement process is assessed in Criterion 11, Continuous Improvement, described in the Competency Assessment guide in the CTAS handbook. Veteran teachers may choose to address the school improvement plan by participating in the AEA process.

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COMPETENCY ASSESSMENT GUIDE..... Section B

Nothing in this manual shall be construed to supersede the provisions of the following statute:

**FLORIDA STATUTE 1012.33
FOR NEWLY HIRED INSTRUCTIONAL EMPLOYEES**

All newly hired instructional employees shall be subject to probationary period of ninety-seven (97) days as stipulated in Florida Statute 1012.33.

“For any person newly employed as a member of the instructional staff after June 30, 1997, the initial annual contract shall include a 97-day probationary period during which time the employee’s contract may be terminated without cause or the employee may resign without breach of contract.”

PURPOSE

MISSION AND FUNDAMENTAL BELIEFS OF THE PALM BEACH COUNTY SCHOOL BOARD

The School Board is committed to Excellence in Education and the preparation of all our students with the knowledge, skills and ethics required for responsible citizenship.

The Board's Fundamental Beliefs Include:

- Educational Excellence
- Equitable Outcomes
- Promotion of Diversity as a Social Strength
- Lifelong Learning
- Ethical Foundations of Behavior

SCHOOL BOARD GOALS

- Increases literacy in reading, writing, and mathematics, for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.
- Improve achievement at critically low performing schools and among Quartile One students districtwide.
- Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.
- Implement a challenging curriculum, including methods for individualized and group instruction, that support the Board's mission and goals.
- Provide continuous staff development to support the mission and goals.
- Institutionalize and correct, as needed, financial and management practices that are sound and accountable.
- Increase involvement by parents, business and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
- Provide experiences that prepare students for productive citizenship.

The purpose of Palm Beach County's Teacher Evaluation System is to enhance student learning by:

- fostering the professional growth of teachers;
- utilizing the collaborative approach to objective setting;
- linking individual objectives to school, district and state goals in order to promote the improvement of education;
- ensuring accountability to the public so that only effective teachers continue in the classroom.

PROCESSES

Palm Beach County's evaluation system includes a formative and summative process utilized according to the performance and experience level of the teacher. The summative process is called the Competency Assessment and the formative process is titled the Accomplished Educators' Assessment. Following is a brief description of these processes:

Competency Assessment

The summative process provides for the development and/or documentation of identified competencies. The assessment data is used to make decisions or judgments that will promote quality instruction for students.

The summative process:

- aids in the selection of competent teachers;
- determines if a teacher should be retained in the current position, reassigned, reappointed or terminated;
- indicates if a teacher has mastered essential competencies;
- assures the public that only effective teachers remain in the system;
- identifies poor performers;
- specifies competencies where assistance is needed;
- includes classroom observations; and
- assures accountability.

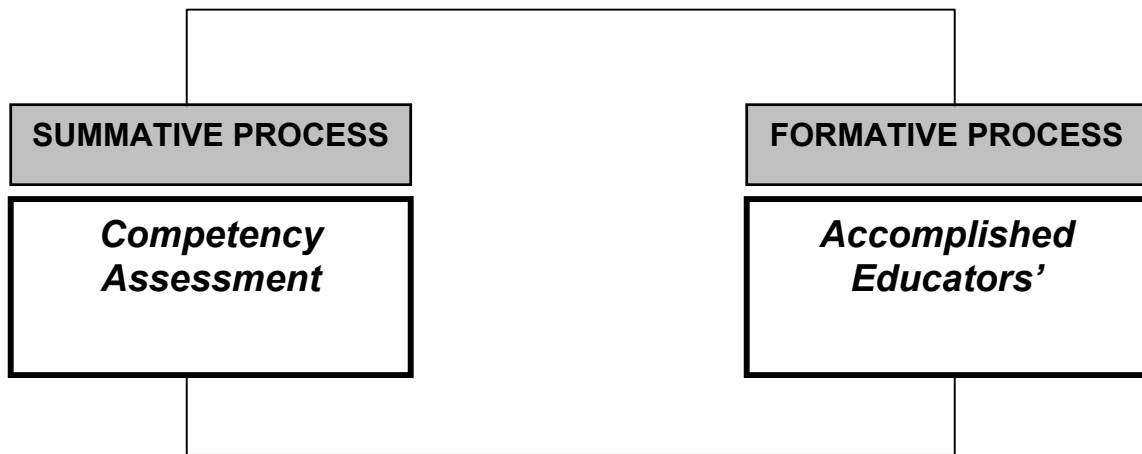
Accomplished Educators' Assessment

The formative process promotes the continued growth of participating Professional Service Contract and Continuing Contract (PSC/CC) teachers. The assessment data that results from the objective setting process is used to shape performance, to build new practices or to alter existing practices.

The formative process:

- encourages the more experienced teacher to continue developing as a professional;
- provides useful feedback for each teacher to guide professional development;
- places emphasis on collaborative objective setting by the teacher and the principal;
- allows creativity and flexibility;
- gives support and guidance to assist the teacher in setting challenging objectives;
- encourages collegiality and collaboration.

Palm Beach County's Classroom Teacher Assessment System



- A. Assesses Annual Contract teachers**
- B. Assesses PSC/CC teachers not involved in Accomplished Educators' Assessment**
- C. Re-assesses PSC/CC teachers every fourth year**
- D. Identifies and supports teachers with performance deficiencies**
- E. Verifies mastery of:**
 - 1. Educators' Accomplished Practices for the Twenty-First Century**
 - 2. Performance Assessment Criteria section 1012.34 (3), F.S.**
 - 3. Minimum Competencies for Professional Certification Section 1012.56, F.S.**
 - 4. Teacher Certification Examination/Essential Teaching Competencies**
 - 5. School Improvement & Accountability Goals**
 - 6. State Board Rule 6B-5 Standards for Competent Professional Performance**

- A. Assesses PSC/CC teachers with no areas of concern on most recent evaluation**
- B. Promotes professional growth**
- C. Links to school improvement**
- D. Emphasizes collaborative objective setting by teachers/principal**
- E. Provides for site-based training through "Champions" of the process**
- F. Creates opportunity for self-directed Learning**

Provides for:

- 1. Attainment of School Board Goals**
- 2. Parental input**
- 3. Utilization of data and indicators of improvement in student performance**
- 4. Continuous quality improvement**

ACCOMPLISHED EDUCATORS' ASSESSMENT GUIDE



The School District of Palm Beach County, Florida

In Collaboration with

Palm Beach County Classroom Teachers Association (CTA)

Motorola, Inc., Paging Products Group, Boynton Beach, Florida

Florida Atlantic University, Boca Raton, Florida

The School Board and Superintendent of Palm Beach County are committed to promoting the continuous professional growth of all teachers in order to insure a quality education for our students.

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1998 Prepared by:
Division of Professional Development & School Improvement Services
Cheryl Alligood, Executive Director

PURPOSE

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The purpose of Palm Beach County's Teacher Evaluation System is to enhance student learning by:

- **fostering the professional growth of teachers;**
- **utilizing the collaborative approach to objective setting;**
- **linking individual objectives to school, district and state goals in order to promote the improvement of education;**
- **ensuring accountability to the public so that only effective teachers continue in the classroom.**

ASSUMPTIONS

Listed below are assumptions shared by the members of the committee:

1. The major goal is to enhance student learning through instructional improvement.
2. A collaborative effort with principals, teachers, district administrators, Classroom Teacher Association (CTA) representatives, and Motorola advisors provides the opportunity to utilize a variety of perspectives to create this evaluation system.
3. There is a summative process by which a teacher is evaluated on progress toward the acquisition of identified competencies.
4. There is a formative process by which an accomplished teacher can continue professional growth.
5. The experience and performance level of the teacher determines whether the formative or summative process is used.
6. Research and best practices provide the foundation for the system.
7. Individual objectives are linked to school, district and state goals.
8. A collaborative approach to objective setting allows the principal and teacher to share responsibility for student progress.
9. A shared responsibility for the implementation of the school improvement plan exists when individual objectives are correlated to the plan.
10. A teacher can improve individual quality of instruction by setting a professional growth objective.

HISTORY

The School District of Palm Beach County, Florida and the Palm Beach County Classroom Teachers Association Joint Teacher Evaluation Committee has been meeting to develop a new teacher evaluation system. The following is a brief outline of the recent series of events leading to this draft:

From December, 1995, to the present, the committee:

- reviewed the research, professional literature and other information regarding best practices in teacher evaluation systems;
- reviewed in and out of state evaluation systems;
- created a formative assessment process for Continuing Contract/Professional Service Contract (CC/PSC) teachers;
- implemented a pilot program in nine (9) schools;
- is currently developing a summative assessment process.

PROCESSES

Palm Beach County's evaluation system includes a formative and summative process utilized according to the performance and experience level of the teacher. The summative process is called the Competency Assessment and the formative process is titled the Accomplished Educators' Assessment. Following is a brief description of these processes:

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The formative process promotes the continued growth of participating Professional Service Contract and Continuing Contract (PSC/CC) teachers. The assessment data that results from the objective setting process is used to shape performance, to build new practices or to alter existing practices.

The formative process:

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- provides useful feedback for each teacher to guide professional development;
- places emphasis on collaborative objective setting by the teacher and the principal;
- allows creativity and flexibility;
- gives support and guidance to assist the teacher in setting challenging objectives;
- encourages collegiality and collaboration.

ELIGIBILITY

1. The teacher must be a PSC/CC teacher with at least three (3) years of experience in the district.
2. The teacher's most recent evaluation should indicate that there are no areas of concern.
3. The teacher may declare himself/herself ineligible for participation in the Accomplished Educators' Assessment process.

REMOVAL

1. Prior to the annual objective setting agreement, the teacher may decide not to participate in the process.
2. If the teacher and the principal cannot reach mutual agreement on objectives, the teacher returns to the Competency Assessment process.
3. At any time during the three (3) year cycle, should demonstrable changes in the teacher's performance be documented, a principal may place a teacher back in the Competency Assessment process.
4. During the annual review, should the principal determine a teacher has not made a conscientious effort toward achieving objectives, he/she may place a teacher back in the Competency Assessment process the following year.
5. Any Accomplished Educators' Assessment Summary form marked "Competency Assessment" is not an "unsatisfactory" evaluation and shall not be used in any detrimental way against the employee.

EVALUATION CYCLE

A PSC/CC teacher can continue in the Accomplished Educators' Assessment process for three (3) consecutive years. At the beginning of the fourth year, he/she will return to the Competency Assessment process.

OBJECTIVE SETTING CYCLE

An agreement regarding each objective is reached annually between the teacher and the principal/designee. The assessment of the objectives takes place during the annual review. Conferences may be held as needed.

GUIDELINES FOR DEVELOPING OBJECTIVES

Writing Objectives

- Teachers must set a minimum of two (2) objectives. One must be linked to the School Improvement Plan and the other must enhance the professional growth of the individual in a manner that positively impacts student learning.
- Teacher objectives must be in congruence with the following:
 - School Improvement Plan Goals
 - District Goals/School Board Priorities
 - State Goals
- Objectives must be comprised of four main components: objective statement, strategies, resources, and documentation method.
- If individual accountability is ensured, teams of teachers may work together to develop objectives.

Finalizing Objectives

- Objectives must be mutually agreed upon between the principal and the teacher. If agreement cannot be reached, the teacher continues in the competency assessment process.

Reviewing Objectives

- Performance relative to stated objectives should be reviewed periodically throughout the year. During the review, the teacher and supervisor may:
 - Assess progress toward meeting objectives
 - Set an action plan for accomplishment of stated objectives
 - Renegotiate the objectives, if necessary, due to changes in priorities.
- At the end of the year, the teacher and supervisor will:
 - Assess progress toward completing the objectives
 - Discuss new objectives for the following year.
- Should the principal change, or a teacher be transferred after objective setting has been completed, objectives may be reviewed.

SELECTION PROCESS FOR IMPLEMENTATION YEAR

At least twenty percent (20%) of eligible teachers from each school shall be chosen to participate in the Accomplished Educators' Assessment process. The participating teachers shall be selected by the random sampling process. The following outlines the process:

1. During the preschool period, eligible teachers shall be given a form.

SAMPLE FORM

_____ *YES, I wish to participate*
_____ *NO, I do not wish to participate*

2. The “yes forms” are placed in a box and a faculty member selects the names of the teachers who wish to participate.
3. The “yes form” names are recorded in the order of selection. A minimum of the first twenty percent (20%) of those chosen will participate.
4. Principals may choose to increase the number of participants by continuing to use the rank ordered names after twenty percent (20%) have been chosen. Principals can limit the number of participants to fifty percent (50%) at any given time.

INSTRUCTIONS FOR WRITING COMPONENTS OF ACCOMPLISHED EDUCATORS' ASSESSMENT

- **Objective statements and strategies** must adhere to the principles outlined in the acronym “SMART” (specific, measurable, attainable, results-oriented, and time-bound). In addition, strategies must be clearly related to the objectives.
- ***Specific***
 1. Use verbs in the active voice (e.g., list, create, develop). Avoid using verbs that are vague or in the passive voice (e.g., learn, understand, know).
 2. Write concisely. Avoid writing paragraphs.
 3. Write clearly. Ask someone to review your work to see if your statements are clear and precise.
- ***Measurable***
 1. Ensure that objective statements and strategies are quantifiable, observable, or measurable.
- ***Attainable***
 1. Set challenging objectives for which a conscientious effort is to be applied.
 2. Objective statements and strategies must not include “business as usual.”
- ***Results-Oriented***
 1. Objective statements and related strategies must be related to a student, school, or teacher outcome with an emphasis on improving student learning.
- ***Time-Bound***
 1. Set an ambitious, yet realistic, completion date that will provide an incentive to move toward stated objectives.
- Identify the **resources** which will be used to accomplish the stated objectives. Resources can include: staff development, current research, audio and video tapes, conferences, collaboration with peers or principal, etc.
- The **documentation method** must indicate what objectives/strategies will be monitored, how they will be monitored, the person responsible for monitoring, and monitoring timelines.
 - When writing the documentation method, the teacher should ask: “What will I be able to do differently or demonstrate when I accomplish my objective, that I could not do before?” or “How will I know and how will my principal and peers know that I have accomplished the objective?”
 - Your documentation method must link your objective statements to your performance-on-the-job. Develop a documentation method that is specific, tangible, and applicable within your job.

EXAMPLE

The School District of Palm Beach County
Accomplished Educators' Assessment



SCHOOL IMPROVEMENT OBJECTIVE

Year 1 _____ Year 2 _____ Year 3 _____

Teacher's Name _____

Social Security Number _____

School Name _____

Acceptance Date _____

Subject/Grade _____

Teacher's Signature _____

Principal's/Designee's Signature _____

OBJECTIVE STATEMENT

At least 50% of the students that I had the entire course in my 9th grade classes who scored a B or lower on their first-semester final exam, will score at least one letter grade higher on their second-semester final exam.

STRATEGIES/RESOURCES

1. By January 30th, I will identify at least ten different kinesthetic teaching strategies from the CARS training manual.
2. Once a week during the second semester, I will include at least one of the ten kinesthetic teaching strategies in my lessons for my 1st-period ninth grade class.
3. Once a month during the second semester, I will ask a peer teacher to observe a lesson during which I use one of the ten kinesthetic teaching strategies and give me feedback about its effectiveness.
4. During the last week of each month, I will survey the 1st-period ninth grade students about their reactions to the kinesthetic teaching strategies. (See survey attached.)
5. Once a month during the second semester, I will revise or reject the kinesthetic teaching strategies I have used that month, based on the students' perceptions, as indicated by the survey results, perceptions of the peer teachers who observed lessons, and my own judgment.
6. By the end of the second semester, I will produce a list of at least three kinesthetic teaching strategies that I have used successfully, according to a self-report, in my 1st period ninth grade class.
7. During May, I will administer the second semester exam to my ninth grade classes and calculate the percent of students that scored at least one letter grade higher than on their first-semester exam.

DOCUMENTATION

1. Inclusion of at least one kinesthetic strategy per week in my lesson plans for my 1st-period ninth grade class during the second semester.
2. Monthly summary of the student survey results completed no later than one week after each survey administration.
3. Monthly summary of the peer-teacher comments no later than three days after each observation.
4. The percent of students scoring higher on the second-semester final exam than the first-semester final exam.

ANTICIPATED INTERIM REVIEWS

ANNUAL ASSESSMENT DATE: _____

ANNUAL OBJECTIVE ASSESSMENT (check one)

- Objective Achieved Adequate Progress Inadequate Progress

COMMENTS _____

Signature of Teacher _____

Date _____

Signature of Principal/Designee _____

Date _____

DEFINITIONS

OBJECTIVE STATEMENT - A description of the School Improvement Objective that will be addressed by the teacher is given.

STRATEGIES - The steps the teacher intends to follow to achieve the objective are listed.

RESOURCES - The material and personnel resources that are reasonably needed to complete each strategy are included.

DOCUMENTATION METHOD - The means by which the achievement of the objective will be assessed is explained.

ANTICIPATED INTERIM REVIEW(S) - The timeline when objectives will be reviewed is recorded.

ANNUAL ASSESSMENT DATE - The date of the annual review to assess objectives is recorded.

ANNUAL OBJECTIVE ASSESSMENT - The progress the teacher has made toward the objective is noted.

DIRECTIONS

STEP 1 - The teacher receives the form in preschool or at the annual review the preceding year.

STEP 2 - The teacher reviews the School Improvement Plan and chooses a meaningful, challenging objective that addresses an area of need identified in the plan.

STEP 3 - The teacher completes the Accomplished Educators' Assessment School Improvement Objective form through the Anticipated Interim Review(s) section and submits the form to the principal/designee.

STEP 4 - The principal may choose to do any one of the following:

- A. accept the objective and sign the form
- B. suggest revisions in written form
- C. schedule a conference to discuss the objective

STEP 5 - The principal and teacher keep a copy at the school center.

STEP 6 - Strategies are implemented throughout the year.

STEP 7 - Documentation is collected by the teacher in preparation for the annual review.

STEP 8 - An annual review is held to assess objective achievement. The principal and the teacher may accept and sign the form, suggest revisions or request a conference.

STEP 9 - Send the Accomplished Educators' Assessment Summary sheet to Information Management. The Accomplished Educators' Assessment School Improvement Objective form remains at the school.

CHECKLIST FOR OBJECTIVES

- The objective must be specific, measurable, attainable, results oriented and timebound.
- The objective leads to successful implementation of the School Improvement Plan.
- The objective is realistic and challenging.
- The objective is consistent with available and anticipated resources.
- The objective includes an assessment method.
- The objective includes a timeline for accomplishment.
- The objective is linked to school, district, and state goals.



SCHOOL IMPROVEMENT OBJECTIVE

Year 1 _____ Year 2 _____ Year 3 _____

Teacher's Name _____ Social Security Number _____

School Name _____

Acceptance Date _____

Subject/Grade _____

Teacher's Signature _____

Principal's/Designee's Signature _____

OBJECTIVE STATEMENT

At least 80% of the students in my class will earn a 4 or above on a May writing assessment as scored, using the Florida Writes! scoring rubric and scoring criteria. For the assessment, half the students in the class will respond to a narrative prompt and half to an expository prompt.

1. During August, I will attend training on how to score narrative and expository writing, using the Florida Writes! rubric and scoring criteria.
2. By November 1st, I will produce at least 20 narrative and 20 expository prompts to be used for writing assignments.
3. I will teach at least one lesson per week on narrative or expository writing, using the Florida Writes! rubric and scoring criteria.
4. At least once a week, my students will write to a narrative or expository prompt.
5. At least once a month, I will assess my students' narrative and expository writing using the Florida Writes! rubric and scoring criteria.

DOCUMENTATION

1. First semester lesson plans including at least one lesson per week on narrative or expository writing.
2. List of 20 narrative and 20 expository prompts compiled by November 1st.
3. Monthly administration of student assessments of narrative and/or expository writing.
4. Calculation of the percent of students scoring a 4 or above on the narrative/expository assessment will be conducted during the month of May.

ANTICIPATED INTERIM REVIEWS

ANNUAL ASSESSMENT DATE: _____

ANNUAL OBJECTIVE ASSESSMENT (check one)

- Objective Achieved Adequate Progress Inadequate Progress

COMMENTS _____

Signature of Teacher _____

Date _____

Signature of Principal/Designee _____

Date _____

EXAMPLE

DEFINITIONS

OBJECTIVE STATEMENT - A description of the School Improvement Objective that will be addressed by the teacher is given.

STRATEGIES - The steps the teacher intends to follow to achieve the objective are listed.

RESOURCES - The material and personnel resources that are reasonably needed to complete each strategy are included.

DOCUMENTATION METHOD - The means by which the achievement of the objective will be assessed is explained.

ANTICIPATED INTERIM REVIEW(S) - The timeline when objectives will be reviewed is recorded.

ANNUAL ASSESSMENT DATE - The date of the annual review to assess objectives is recorded.

ANNUAL OBJECTIVE ASSESSMENT - The progress the teacher has made toward the objective is noted.

DIRECTIONS

- STEP 1 -** The teacher receives the form in preschool or at the annual review the preceding year.
- STEP 2 -** The teacher reviews the School Improvement Plan and chooses a meaningful, challenging objective that addresses an area of need identified in the plan.
- STEP 3 -** The teacher completes the Accomplished Educators' Assessment School Improvement Objective form through the Anticipated Interim Review(s) section and submits the form to the principal/designee.
- STEP 4 -** The principal may choose to do any one of the following:
- A. accept the objective and sign the form
 - B. suggest revisions in written form
 - C. schedule a conference to discuss the objective
- STEP 5 -** The principal and teacher keep a copy at the school center.
- STEP 6 -** Strategies are implemented throughout the year.
- STEP 7 -** Documentation is collected by the teacher in preparation for the annual review.
- STEP 8 -** An annual review is held to assess objective achievement. The principal and the teacher may accept and sign the form, suggest revisions or request a conference.
- STEP 9 -** Send the Accomplished Educators' Assessment Summary sheet to Information Management. The Accomplished Educators' Assessment School Improvement Objective form remains at the school.

CHECKLIST FOR OBJECTIVES

- The objective must be specific, measurable, attainable, results oriented and timebound.
- The objective leads to successful implementation of the School Improvement Plan.
- The objective is realistic and challenging.
- The objective is consistent with available and anticipated resources.
- The objective includes an assessment method.
- The objective includes a timeline for accomplishment.
- The objective is linked to school, district, and state goals.



PROFESSIONAL GROWTH OBJECTIVE

Year 1 _____ Year 2 _____ Year 3 _____

Teacher's Name

Social Security Number

School Name

Acceptance Date

Subject/Grade

Teacher's Signature

Principal's/Designee's Signature

OBJECTIVE STATEMENT

During the first semester, at least 90% of the students in my 8th-grade general science classes will get a C or higher on the oceanography unit assessment.

STRATEGIES/RESOURCES

1. I will enroll in an oceanography course at PBCC. The course will be completed by January.
2. At least one month prior to the conclusion of the coursework, I will write one new oceanography unit, including assessment, based on the content covered in the PBCC class.
3. Within two weeks of completing the unit, I will ask my PBCC instructor for feedback on the unit and make necessary revisions to the unit.
4. During the second semester, I will teach the oceanography unit to my 8th-grade general science classes and administer the oceanography assessment at the conclusion of the unit.
5. No later than one week after the administration of the oceanography assessment, I will calculate the percent of students in all my 8th-grade general science classes who got a C or higher on the oceanography unit assessment.
6. By the end of the second semester, I will revise my instructional strategies based on the oceanography unit assessment, as necessary.
7. During the first semester, I will teach the revised oceanography unit to my 8th-grade general science classes and administer the oceanography assessment at the conclusion of the unit.
8. No later than one week after the administration of the oceanography assessment, I will calculate the percent of the students in all my 8th-grade general science classes who got a C or higher on the oceanography unit assessment.

DOCUMENTATION

1. Completed unit plan for oceanography, including assessment, by January.
2. Second-semester lesson plans of the oceanography unit.
3. Calculation of the percent of students in the 8th grade general science classes with a C or higher on the oceanography unit assessment, completed within two weeks of the conclusion of the unit taught.
4. Revisions of oceanography unit based on assessment results, completed by the end of the second semester.
5. Lesson plans of the revised unit taught during the first semester.
6. Calculation of the percent of the students in the 8th grade general science classes with a C or higher on the oceanography unit assessment, completed within two weeks of the conclusion of the unit taught.

ANTICIPATED INTERIM REVIEWS _____

ANNUAL ASSESSMENT DATE: _____

ANNUAL OBJECTIVE ASSESSMENT (check one)

- Objective Achieved Adequate Progress Inadequate Progress

COMMENTS _____

Signature of Teacher

Date

Signature of Principal/Designee

Date

DEFINITIONS

OBJECTIVE STATEMENT- A description of the Professional Growth Objective is given.

STRATEGIES - The steps the teacher intends to follow to achieve the objective are listed.

RESOURCES - The material and personnel resources that are reasonably needed to complete each strategy are included.

DOCUMENTATION METHOD - The means by which the achievement of the objective will be assessed is explained.

ANTICIPATED INTERIM REVIEW (S) - The timeline when objectives will be reviewed is recorded.

ANNUAL ASSESSMENT DATE - The date of the annual review to assess objectives is recorded.

ANNUAL OBJECTIVE ASSESSMENT - The progress the teacher has made toward the objective is noted.

DIRECTIONS

STEP 1 - The teacher conducts a thorough self-assessment and uses the results to set a meaningful, professional growth objective. The Teacher's Reference Guide provides information that can be used to develop challenging objectives.

STEP 2 - The teacher sets a meaningful, challenging objective that contributes to personal professional growth. (This process allows the teacher to keep current in the field with respect to subject matter, curricular and instructional developments. The strategies to reach the objective can include professional activities, i.e. conferences, professional organizations, course work, workshops, etc. Also, the teacher may work with colleagues, students, parents and the community to enhance his/her professional growth.)

STEP 3 - The teacher completes the Accomplished Educators' Assessment Professional Growth Objective form through the Anticipated Interim Review(s) section and submits the form to principal/designee.

STEP 4 - The principal may choose to do any one of the following:

- A. accept the objective and sign the form
- B. suggest revisions in written form
- C. schedule a conference to discuss the objective

STEP 5 - The principal and teacher keep a copy at the school center.

STEP 6 - Strategies are implemented throughout the year.

STEP 7 - Documentation is collected by the teacher in preparation for the annual review.

STEP 8 - An annual review is held to assess objective achievement. The principal and the teacher may accept and sign the forms, suggest revisions or request a conference.

STEP 9 - Send the Accomplished Educators' Assessment Summary sheet to Information Management. The Accomplished Educators' Assessment Professional Growth Objective form remains at the school.

CHECKLIST FOR OBJECTIVES

- The objective must be specific, measurable, attainable, results oriented and time bound.
- The objective leads to the teacher's strengthened professional performance and positively impacts student learning.
- The objective is realistic and challenging.
- The objective is consistent with available and anticipated resources.
- The objective includes an assessment method.
- The objective includes a timeline for accomplishment.
- The objective is linked to school, district, and state goals.

The School District of Palm Beach County
Accomplished Educators' Assessment



PROFESSIONAL GROWTH OBJECTIVE

Year 1 ____ Year 2 ____ Year 3 ____

Teacher's Name

Social Security Number

School Name

Acceptance Date

Subject/Grade

Teacher's Signature

Principal's/Designee's Signature

OBJECTIVE STATEMENT

At least 80% of all the reading students who were in my class for the entire course will score at least two DRP units higher on the end-of-year DRP test given in May than they did on the beginning-of-year DRP test given in September.

STRATEGIES/RESOURCES

1. By September 30th, administer a beginning-of-year DRP test to all my reading classes and score the tests.
2. By October 1st, compile a list of at least five comprehension strategies recommended in current research journals that would be appropriate for my reading classes.
3. Share list of comprehension strategies with Reading Team Members and enlist their participation in teaching strategies by October 15th.
4. During the first semester, meet biweekly with Reading Team Members who have also used the comprehension strategies and discuss implementation of the strategies.
5. By December, attend training on secondary reading comprehension strategies and add at least two comprehension strategies to my list of recommended strategies.
6. Weekly, include at least one comprehension strategy in my lesson plans, revised as appropriate according to the suggestions of the Reading Team.
7. In March, teach a unit on test-taking skills, demonstrating strategies students will use when taking the DRP.
8. By May 30th, administer an end-of-year DRP test to all my reading classes and score the tests.

DOCUMENTATION

1. Comparison of students' beginning-of-year and end-of-year DRP scores.
2. List of at least seven comprehension strategies used in reading classes.
3. Unit plan for test-taking skills taught during March.

ANTICIPATED INTERIM REVIEWS

ANNUAL OBJECTIVE ASSESSMENT (check one)

- Objective Achieved Adequate Progress Inadequate Progress

COMMENTS

Signature of Teacher

Date

Signature of Principal/Designee

Date

DEFINITIONS

OBJECTIVE STATEMENT- A description of the Professional Growth Objective is given.

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ANNUAL ASSESSMENT DATE - The date of the annual review to assess objectives is recorded.

ANNUAL OBJECTIVE ASSESSMENT - The progress the teacher has made toward the objective is noted.

DIRECTIONS

STEP 1 - The teacher conducts a thorough self-assessment and uses the results to set a meaningful, professional growth objective. The Teacher's Reference Guide provides information that can be used to develop challenging objectives.

STEP 2 - The teacher sets an objective that contributes to personal professional growth. (This process allows the teacher to keep current in the field with respect to subject matter, curricular and instructional developments. The strategies to reach the objective can include professional activities, i.e. conferences, professional organizations, course work, workshops, etc. Also, the teacher may work with colleagues, students, parents and the community to enhance his/her professional growth.)

STEP 3 - The teacher completes the Accomplished Educators' Assessment Professional Growth Objective form through the Anticipated Interim Review(s) section and submits the form to principal/designee.

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- The objective includes a timeline for accomplishment.
- The objective is linked to school, district, and state goals.

ACCOMPLISHED EDUCATORS' ASSESSMENT

RUBRIC FOR DEVELOPING SCHOOL IMPROVEMENT /PROFESSIONAL GROWTH OBJECTIVES

CRITERIA	Acceptable	Less than acceptable
<i>SPECIFIC</i>	I use verbs in the active voice that are clear in their meaning (e.g., list, create, write).	I use verbs in the passive voice or verbs that are vague (e.g., learn, understand, know).
	I use precise language (e.g., by January 1998...).	My language is imprecise (e.g., during the year...).
	Objectives and strategies are so clear that others reading them know exactly what I plan to do without explanation.	Objectives and strategies are hard for others to understand without an explanation from me.
<i>MEASURABLE</i>	I clearly state how the objective outcomes will be measured or observed.	I don't indicate how the objective outcomes will be measured or observed.
<i>ATTAINABLE</i>	I can complete or make significant progress toward completing the strategies listed in my objective statement in the time indicated.	I can't make significant progress toward completing the strategies listed in my objective statement in the time indicated.
	The objective statement will result in new learning for me or my students.	The objective statement will result in no new learning for me or my students (i.e., it is simply "business as usual").
	The objective statement has direct relevance to, and will substantially affect my professional practice.	The objective statement will have no impact or minimal impact on my professional practice.
<i>RESULTS-ORIENTED</i>	The objective is tied directly to a student, school, or teacher outcome that is explicitly stated.	The objective is not directly related to a student, school, or teacher outcome.
	The objective will have direct impact on improving student learning.	The objective will have no direct impact on student learning.
	I have clearly stated the relationship between my objective and student learning in my objective statement.	I have not stated the relationship between my objective and student learning in my objective statement.
	★ My objective will have a significant impact on the accomplishment of the School Improvement Plan.	My objective has no impact on the accomplishment of the School Improvement Plan.
<i>TIME BOUND</i>	The timeline for completion of objective and strategies is clearly stated in the objective statement.	I don't specify the timeline for accomplishing the objective or strategies.

★ School Improvement Objective Only

The School District of Palm Beach County

ACCOMPLISHED EDUCATORS' ASSESSMENT SUMMARY

NAME: _____

SS#: _____

SCHOOL/DEPARTMENT: _____

SUBJECT/GRADE: _____

CONTRACT STATUS: C.C. P.S.C.

TYPE OF ASSESSMENT: ANNUAL

DIRECTIONS: Check the appropriate rating for the overall performance of the teacher.

In accordance with the requirements of Florida Statute 1012.34, I certify that the overall performance of the teacher is:	
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Competency Assessment
Principal's Signature _____	Date _____
Teacher's Signature _____	Date _____

Accomplished Educators' Assessment

DIRECTIONS: Check the year the teacher has just completed in the Accomplished Educators' Assessment process.

Year 1 Year 2 Year 3

The School District of Palm Beach County
ACCOMPLISHED EDUCATORS' ASSESSMENT



SCHOOL IMPROVEMENT OBJECTIVE

Year 1 _____ Year 2 _____ Year 3 _____

Teacher's Name

Social Security Number

School Name

Acceptance Date

Subject/Grade

Teacher's Signature

Principal's/Designee's Signature

OBJECTIVE STATEMENT (Attach a copy of the School Improvement Plan Goal that this objective supports)

STRATEGIES/RESOURCES

DOCUMENTATION

ANTICIPATED INTERIM REVIEWS

ANNUAL ASSESSMENT DATE: _____

ANNUAL OBJECTIVE ASSESSMENT (check one)

Objective Achieved Adequate Progress Inadequate Progress

COMMENTS _____

Date

Signature of Principal/Designee

Date

DEFINITIONS

OBJECTIVE STATEMENT - A description of the School Improvement Objective that will be addressed by the teacher is given.

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PROFESSIONAL GROWTH OBJECTIVE

Year 1 ____ Year 2 ____ Year 3 ____

Teacher's Name

Social Security Number

School Name

Acceptance Date

Subject/Grade

Teacher's Signature

Principal's/Designee's Signature

OBJECTIVE STATEMENT

STRATEGIES/RESOURCES

DOCUMENTATION

ANTICIPATED INTERIM REVIEWS

ANNUAL ASSESSMENT DATE: _____

ANNUAL OBJECTIVE ASSESSMENT (check one)

- Objective Achieved Adequate Progress Inadequate Progress

COMMENTS _____

Signature of Teacher

Date

Signature of Principal/Designee

Date

DEFINITIONS

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- The objective is linked to school, district, and state goals.

COMPETENCY ASSESSMENT GUIDE



PALM BEACH COUNTY

FTP NEA

CLASSROOM TEACHERS ASSOCIATION

MISSION AND FUNDAMENTAL BELIEFS OF THE PALM BEACH COUNTY SCHOOL BOARD

The School Board is committed to Excellence in Education and the preparation of all our students with the knowledge, skills and ethics required for responsible citizenship.

SCHOOL BOARD GOALS

- Increase literacy in reading, writing, and mathematics, for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.
- Improve achievement at critically low performing schools and among students in Quartile One districtwide.
- Provide safe and nurturing school environments that are free of drugs, alcohol, firearms and harassment, and where standards of appropriate and ethical behavior are upheld.
- Implement a challenging curriculum, including methods for individualized and group instruction, that supports the Board's mission and goals.
- Provide continuous staff development that supports the Board's mission and goals.
- Institutionalize and correct, as needed, financial and management practices that are sound and accountable.
- Increase involvement by parents, business and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
- Provide experiences that prepare students for productive citizenship.

The School Board and Superintendent of Palm Beach County are committed to promoting the

continuous professional growth of all teachers in order to insure a quality education for our students.

Arthur Johnson, PhD., Superintendent

BOARD MEMBERS

Monroe Benaim, M.D.

Mr. William Graham, Vice-Chair

Mr. Mark Hansen

Debra Robinson, M.D.

Mrs. Paulette Burdick

Mr. Tom Lynch, Chair

Dr. Sandra Richmond

TEACHER EVALUATION COMMITTEE MEMBERS

1998

PRINCIPALS

Steve Blinder, Lantana Elementary

Mike Borowski, Liberty Park Elementary

Margaret Brockmiller, Lincoln Elementary

Glenn Heyward, Santaluces High

Brenda Montgomery, Royal Palm Beach High

Kathy Weigel, Woodlands Middle

TEACHERS

Deborah Johnson, John F. Kennedy Middle

Karen Kay, Sabal Palm School

Mary Kendall, Belle Glade Elementary

Lena Roundtree, Watson B. Duncan Middle

DISTRICT STAFF

Cheryl Alligood, Executive Director	Performance Development
Marc Baron, Director	Research & Evaluation
Sharon Brannon, Teacher on Assignment	Research & Evaluation
Jeanne Burdsall, Manager	Professional Standards
Debbie Cooke, Specialist	Performance Development
Tcherina Duncombe, Specialist	Professional Standards
Barbara McQuinn, Director	Performance Development
Darlene Nowocien, Specialist	Performance Development

PALM BEACH COUNTY CLASSROOM TEACHER ASSOCIATION (CTA)

Frank Williams, President

Van Ludy, Executive Director

Joe Matulaitis, Associate Executive Director

MOTOROLA

John Almond, Education

Richard Durr, EDD., Senior Manager

FLORIDA ATLANTIC UNIVERSITY

Dr. Lucy Guglielmino, Professor

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THE SCHOOL DISTRICT OF PALM BEACH COUNTY
Classroom Teacher Assessment System (CTAS) Evaluation

Name:		Social Security No.:
School/Department:		Subject/Grade:
Contract Status: <input type="checkbox"/> A.C. <input type="checkbox"/> C.C. <input type="checkbox"/> P.S.C.	Type of Assessment: <input type="checkbox"/> ANNUAL <input type="checkbox"/> OTHER	Date(s) of Observation:

DIRECTIONS: Rate the teacher's performance in each area by placing an X under acceptable or concern on items 1 - 15 in Sections A and B.

A. TEACHING AND LEARNING	ACCEPTABLE	CONCERN
1. Management of Student Conduct		
2. Human Development and Learning		
3. Presentation of Subject Matter		
4. Communication		
5. Knowledge of Subject Matter		
6. Learning Environment		
7. Planning		
8. Assessment		
B. PROFESSIONAL RESPONSIBILITIES	ACCEPTABLE	CONCERN
9. Technology		
10. Record Keeping		
11. Continuous Improvement		
12. Working Relationships with Coworkers		
13. Working Relationships with Parents		
14. Policies/Procedures/Ethics		
15. Duties as Assigned by the School Administration		

Commendations/Comments:

Overall Evaluations

The following rating combinations result in an **overall evaluation of unsatisfactory**.

NUMBER OF CONCERNS	
SECTION A	SECTION B
3	0
2	1
1	3
0	4

Overall Evaluation:

- Satisfactory
 Unsatisfactory

SIGNATURE OF EMPLOYEE:	DATE:
SIGNATURE OF PRINCIPAL:	DATE:
SIGNATURE OF PRINCIPAL'S DESIGNEE(S):	DATE:

Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content.

Competency Assessment

Introduction

The summative process provides for the development and/or documentation of identified competencies. The assessment data is used to make decisions or judgments that will promote quality instruction for students. This process includes performance indicators that focus on the School Board Goals, parental input, utilization of indicators of progress in student performance and continuous quality improvement.

The summative process:

- aids in the selection of competent teachers;
- determines if a teacher should be retained in the current position, reassigned, reappointed, or terminated;
- indicates if a teacher has mastered essential competencies;
- assures the public that only effective teachers remain in the system;
- identifies poor performers;
- specifies competencies where assistance is needed;
- includes classroom observations; and
- assures accountability.

Participants

The Competency Assessment is used to assess Annual Contract teachers and Professional Service Contract/Continuing Contract (PSC/CC) teachers who are not evaluated on the Accomplished Educators' Assessment (AEA). In addition, the competency instrument is used every fourth year to reassess PSC/CC teachers who participate in the AEA process. The Competency Assessment process is also used to identify and provide support to teachers with performance deficiencies.

Sources of Authority

The Competency Assessment process verifies mastery of the following:

- Educators' Accomplished Practices for the Twenty-First Century
- Performance Assessment Criteria section 1012.34, F.S.
- Minimum Competencies for Professional Certification Section 1012.56, F.S.
- Teacher Certification Examination/Essential Teaching Competencies
- School Improvement & Accountability Goals
- State Board Rule 6B-5 Standards for Competent Professional Performance

General Performance Areas

The performance criteria are grouped into two broad categories related to effective instruction as follows:

- A. Teaching and Learning - This section of the evaluation form focuses on performance criteria related to “Educator Accomplished Practices for the Twenty-First Century.” The practices are teaching principles with key indicators of behavior for each identified principle. These behaviors provide a model of continuous improvement for educators.
- B. Professional Responsibilities - This section of the evaluation form focuses on performance criteria related to the professional responsibilities of the educator that contribute to the efficient operation of the classroom and the school.

CTAS RATING SCALE AND SCORE

The CTAS uses a two-point rating scale: Acceptable and Concern

**The following rating combinations marked as concerns result in
An overall evaluation of unsatisfactory:**

Number of Concerns

Section A	Section B
3	0
2	1
1	3
0	4

Definitions

1. **Assessment Data** are evidences of student performance (e.g. standardized tests, diagnostic tests, portfolio assessment).
2. **Accomplished Educators' Assessment** is the formative goal setting process which promotes the continued growth of participating Professional Service/Continuing Contract Teachers.
3. **Colleague** includes fellow teacher, district specialist and/or administrator.
4. **Competency Assessment** is the summative process that provides for the development and/or documentation of identified competencies.
5. **Conference Notes** are written summaries of conferences between the administrator and the teacher. Receipt of these notes are signed for by the teacher.
6. **Data Collection Sources** are examples of multiple data sources used to determine a rating of "acceptable" or "concern."
7. **Day** is a calendar day that excludes school holidays and school vacation days.
8. **District Deficiency Hearing** is a meeting held to review concerns related to an unsatisfactory CTAS evaluation and the placement of a teacher on Performance Probation.
9. **District Deficiency Hearing Officer** is the district administrator who conducts the District Deficiency Hearings. The Deficiency Hearing officer has the authority to remove the teacher from Performance Probation if insufficient evidence is provided to sustain the placement. The District Hearing Officer will review grievances related to the CTAS Evaluation system to determine if the appropriate procedure was followed.
10. **Educator Accomplished Practices for the Twenty-First Century** are state adopted teaching principles with indicators of behavior for each identified principle. These behaviors provide a model for continuous improvement for educators.
11. **Florida Performance Measurement System (FPMS) Formative Instruments** are used to collect performance data to identify and document specific competencies to assist the teacher in the professional development process.
12. **Florida Performance Measurement System (FPMS) Summative Instrument** is used as a screening device to develop an overall view of the teaching practices in the critical domains of teaching.
13. **Observation Reports** are written descriptions of a teacher's classroom performance.
14. **Performance Criteria** are examples of descriptors which define the indicators.

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>1. MANAGEMENT OF STUDENT CONDUCT</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • specifies and explains rules of conduct and provides for practice of rules when appropriate • stops misconduct appropriately • demonstrates an awareness of what all students are doing and suggests alternatives to misbehavior • uses verbal and nonverbal commands that demonstrate disapproval of inappropriate behavior • uses praise to reinforce appropriate behavior • implements a classroom discipline plan which includes incentives and consequences for students • implements the school wide discipline plan, where one exists • provides opportunities for students to be accountable for their own behavior • recognizes student behavior problems, utilizes appropriate resources, and devises solutions • maintains standards of mutually respectful interaction during individual, cooperative learning and whole group activities • sets expectations for student responsibility • reinforces appropriate social behavior 	<p>FPMS Summative Observation Instrument</p> <p>Formative Instrument Domain 2</p> <p>Observation Reports</p> <p>Conference Notes</p> <p>Student Discipline Plan</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>1. MANAGEMENT OF STUDENT CONDUCT CON'T</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • establishes positive interactions between teacher and student that are focused upon learning rather than procedures or behavior • establishes efficient routines for individual work, cooperative learning, and whole group activities • offers alternative strategies and provides constructive feedback on behavior • involves students in establishing standards for behavior • applies rules consistently and equitably 	

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>2. HUMAN DEVELOPMENT AND LEARNING</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • can differentiate the developmental level of students using behaviors, writings, drawings, and other sources • uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas • actively engages and motivates students at appropriate developmental levels • makes provisions for individual students based upon their learning needs and developmental levels • presents concepts and principles in a variety of ways as they relate to the developmental levels of students • can apply curriculum development and student developmental processes to lesson development • can apply learning theories to lesson development • can apply knowledge of subject matter structure to lesson development 	<p>Observation Reports</p> <p>Conference Notes</p> <p>Lesson Plans</p> <p>Student Materials</p> <p>Assessment Data</p> <p>Written Reports</p> <p>Instructional Materials</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>3. PRESENTATION OF SUBJECT MATTER</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • presents concepts using definitions or attributes and examples • explains and provides for the application of laws or principles • presents academic rules and provides for practice of these rules • presents value knowledge in a manner that develops criteria and assists the student in making a decision • efficiently uses class time • orients students to class work and specifies purpose of activities • provides for reviews of the subject matter at appropriate intervals • presents a clearly developed lesson and provides for practice of the subject matter • uses both factual and analytical questions • recognizes student responses and provides constructive feedback • gives specific academic praise • conducts lessons that include creative and innovative projects and activities • monitors students' work and adjusts instructional strategies in response to students' needs • implements appropriate instructional activities in individual, small, and large group settings to meet cognitive and affective needs • maintains instructional momentum with smooth efficient transitions 	<p>FPMS Summative Observation Instrument</p> <p>Formative Instrument Domain 3</p> <p>Formative Instrument Domain 4</p> <p>Observation Reports</p> <p>Conference Notes</p> <p>Lesson Plans</p> <p>Student Materials</p> <p>Instructional Materials</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>3. PRESENTATION OF SUBJECT MATTER CON'T</p> <ul style="list-style-type: none"> • gives clear directions for individual and cooperative class work and homework • checks completed work and gives feedback to students • supplements lessons using techniques for diverse learners such as English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) and 504 strategies when appropriate • conducts learning activities that provide opportunities for students to learn from each other • uses the references, materials, and technologies of the subject field in developing learning activities for students • initiates appropriate classroom discussions and inquiries • conducts lessons that address the various learning styles of students • uses various teaching techniques and strategies including appropriate materials, technology, and resources to effectively instruct students • introduces materials and resources that affirm diversity and multiple perspectives • uses teaching strategies, materials, and technologies that can expand students' thinking abilities 	

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>4. COMMUNICATION</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • demonstrates the ability to use language at the level appropriate to the topic and learner • emphasizes important points • communicates high expectations for learning to all students • encourages students in a positive manner • adjusts communication styles to meet the needs of students • provides constructive feedback on individual and cooperative work and behavior • communicates effectively in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds • applies correct syntax and mechanics in oral and written communication • communicates individual student progress based upon appropriate indicators to the student, family and to colleagues • avoids vague and scrambled discourse 	<p>FPMS Summative Observation Instrument</p> <p>Formative Instrument Domain 5</p> <p>Observation Reports</p> <p>Written Communications</p> <p>Conference Notes</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>5. KNOWLEDGE OF SUBJECT MATTER</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • effectively delivers accurate and current instruction • communicates knowledge of subject matter in a manner that enables students to learn • demonstrates knowledge of subject matter to integrate instruction across curricular areas 	<p>Observation Reports</p> <p>Conference Notes</p> <p>Formative Instrument Domain 3</p> <p>Formative Instrument Domain 4</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>6. LEARNING ENVIRONMENT</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • creates a safe, orderly learning environment • establishes an environment conducive to positive peer interaction • promotes positive student self-concepts • establishes efficient and effective routines • demonstrates an understanding of the physical, social, and emotional characteristics of students • demonstrates an acceptance of students from diverse cultures, and treats all students equitably • motivates, encourages, and supports individuals and groups • fosters a learning environment in which all students are treated equitably • recognizes the cultural diversity and experiences of individual students to enrich instruction • analyzes and uses school, family, and community resources to help meet students' learning needs • provides a safe place for students to take academic risks • arranges and manages the physical environment to facilitate student learning outcomes • creates a climate of openness, mutual respect, support and inquiry 	<p>Formative Instrument Domain 7</p> <p>Observation Reports</p> <p>Conference Notes</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>7. PLANNING</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • plans and implements lessons, connecting goals, learning activities, outcomes, and evaluation • selects, specifies and sequences appropriate activities • utilizes appropriate instructional materials as approved by the district • specifies learner objectives, and relates these objectives to the instructional activity • uses student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities • plans activities that promote high standards to enhance continuous improvement • plans and conducts interdisciplinary lessons • plans to teach concepts through a variety of methods, support, enrichment activities, and materials • plans for instruction in effective learning procedures, study skills, and test-taking strategies • plans activities to assist students in developing skills in accessing and interpreting information • plans activities to assist students in using the resources available to them as he/she recognizes and builds upon student differences • plans activities that engage students in learning • plans for the use of available community resources for classroom activities 	<p>Observation Reports</p> <p>Lesson Plans</p> <p>Conference Notes</p> <p>Assessment Data</p> <p>Instructional Materials</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>7. PLANNING CON'T</p> <ul style="list-style-type: none"> • uses data from various formal and informal assessments to plan instruction • cooperatively works with colleagues in planning instruction • plans modification in the learning environment to correspond with learners' needs • plans instruction which is consistent with the school's improvement initiatives • plans appropriate assessment activities • maintains complete plans in advance of teaching 	

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>8. ASSESSMENT The Teacher:</p> <ul style="list-style-type: none"> • determines students' skills and individual learning needs • uses appropriate testing procedures • creates a positive test taking atmosphere • explains the marking and grading procedures • assesses implementation of the curriculum's scope, sequence, and content • utilizes an effective system to provide performance feedback to students • uses forms of assessment that are appropriate for the grade level, subject matter and instructional goals • assists students in maintaining methods of assessment in individual work, guiding them through a self assessment process • modifies instruction based upon assessed student performance • reviews assessment data concerning the students to determine their entry level skills, deficiencies, academic progress and personal strengths • assesses individual and group performance to provide instruction that meets students' needs in the area of cognitive, social, emotional and physical development • utilizes assessment consistent with school improvement initiatives • provides evidence of improvement in student performance 	<p>Quizzes, Classwork, Homework</p> <p>Various assessment formats (e.g. essay, extended response, multiple choice, etc.)</p> <p>Graded Assessments</p> <p>System for Performance Feedback to Students.</p> <p>Forms of assessment appropriate for students' grade/subject.</p> <p>Utilization of assessment data to adjust instruction.</p> <p>Improved Student Performance (e.g. standardized tests scores, portfolio assessment, alternative assessment)</p> <p>Student Report Cards</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>9. TECHNOLOGY</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • utilizes appropriate learning media and a wide range of available instructional technology applications to address learning objectives • utilizes instructional and electronic networks to gather and share information • selects and utilizes available educational software for instruction and management • teaches students to use available computers and other forms of technology at the appropriate skill level • uses available technology to construct teaching materials and learning activities • uses available technology and other appropriate tools to extend the learning environment for students • works with available on-site technical and instructional technology specialists to collaborate on instructional delivery 	<p>Observation Reports</p> <p>Conference Notes</p> <p>Technology Monitoring Reports</p> <p>Student Products</p> <p>Instructional Materials</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>10. RECORD KEEPING</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • constructs a system for recording individual students' knowledge and skills progress in a subject area • maintains a legible, up-to-date and accurate grade book • maintains accurate attendance records • maintains observational and anecdotal records to monitor student development • maintains records for non-instructional purposes • submits routine school/district paperwork in a timely manner 	<p>Attendance Records</p> <p>Grade Book/Electronic Records</p> <p>Observational and Anecdotal Records</p> <p>Conference Notes</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>11. CONTINUOUS IMPROVEMENT</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • participates in the development of improvement plans that support the overall school improvement process • is informed about developments in instructional methodology, learning theories, psychological and sociological trends, and subject matter in order to facilitate learning • shows evidence of reflection and adjustment of performance • seeks to increase his/her repertoire of professional experiences, (e.g. participates in inservice activities, professional associations and utilizes research) • actively supports accepted principles and strategies for affecting change, collaborates with the support team and uses data from his/her own learning environments • supports other school personnel in the continuous improvement process • works to improve professional judgment 	<p>Evidence of Professional Growth Experiences</p> <p>Conference Notes</p> <p>Observation Reports</p> <p>Written Reports</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>12. WORKING RELATIONSHIPS WITH COWORKERS</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • maintains harmonious relationships and a cooperative attitude with co-workers • displays the qualities of a good team worker • communicates with colleagues, school and community specialists, administrators, and families • maintains honesty in all professional dealings • utilizes the experience, status, education, and other unique strengths of colleagues and develops professional relationships accordingly • works with colleagues to meet identified educational, social, and emotional needs of students 	<p>This criterion is assumed “acceptable” unless there is evidence to indicate the performance of the teacher warrants a “concern” rating. In the event a “concern” rating is given, the rating must be supported by a specific incident memorandum.</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>13. WORKING RELATIONSHIPS WITH PARENTS</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • serves as an advocate for his/her students • confers with students and their families to provide explicit feedback on student progress • uses the community to provide students with a variety of experience to examine and explore career opportunities • communicates planned learning activities and student progress with students, families and colleagues • encourages parents/guardians to assist with school activities • conducts constructive conferences with parents/guardians • interprets learning programs to parents/guardians • stresses a positive approach with parents/guardians • maintains confidentiality with parents/guardians • proposes ways in which parents/guardians can support and reinforce classroom goals, objectives, and standards • works with school volunteers to support classroom activities • communicates with parents/guardians, including those of culturally and linguistically diverse students to become familiar with the student's home situations and background 	<p>This criterion is assumed “acceptable” unless there is evidence to indicate the performance of the teacher warrants a “concern” rating. In the event a “concern” rating is given, the rating must be supported by a specific incident memorandum.</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>14. POLICIES/PROCEDURES/ETHICS</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • adheres to the code of ethics • adheres to all school policies outlined in the faculty handbook • helps to carry out school policies and regulations • follows applicable policies and procedures of the district and state • 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 • provides for student access to diverse points of view • does not intentionally distort or misrepresent facts concerning educational matters • does not use instructional privileges for personal gain or advantage • serves as an advocate of the school of public education and of our national heritage with its multicultural dimension • is punctual • does not misuse or abuse district leave provisions 	<p>This criterion is assumed “acceptable” unless there is evidence to indicate the performance of the teacher warrants a “concern” rating. In the event a “concern” rating is given, the rating must be supported by a specific incident memorandum.</p>

PERFORMANCE CRITERIA	DATA COLLECTION SOURCES
<p>15. DUTIES AS ASSIGNED BY THE SCHOOL ADMINISTRATION</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • participates in school and district activities as assigned • assists in out-of-class activities, including student management 	<p>This criterion is assumed “acceptable” unless there is evidence to indicate the performance of the teacher warrants a “concern” rating. In the event a “concern” rating is given, the rating must be supported by a specific incident memorandum.</p>

GUIDELINES

GENERAL PROCEDURES

1. Each teacher employed by the School District of Palm Beach County will be formally evaluated once annually at least two weeks prior to the teacher's last duty day. In addition a teacher may receive preliminary evaluations during the school year.
2. All employees will be fully informed of the criteria and procedures of the assessment prior to it taking place.
3. Within ten (10) working days of completing the final evaluation, the principal shall give the employee a copy of the form and discuss its content.

SCHOOL-SITE ASSISTANCE

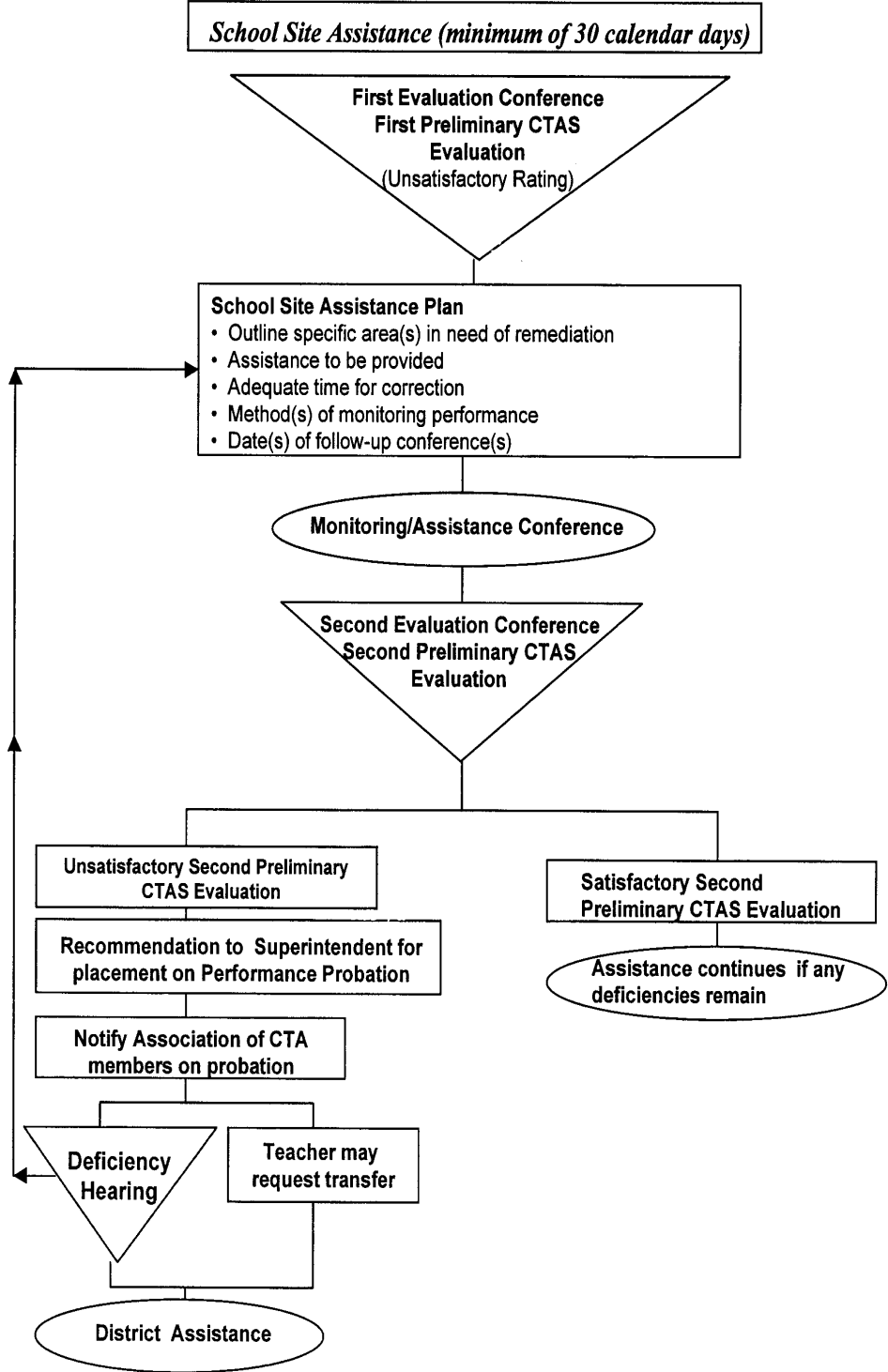
1. School-site assistance will be provided for annual contract and veteran teachers as soon as a deficiency is noted.
2. If any deficiency is observed, which may be used as part of a subsequent evaluation, the principal shall provide the employee with specific recommendations for improvement within ten days. The principal will provide assistance to the employee in all noted areas of deficiency and adequate time to improve.
3. Areas of deficiency will be documented (i.e., observations, written records, etc.).
4. Areas of deficiency will be noticed in writing to the teacher.
5. School-site assistance will be provided for all teachers until all areas of deficiency have been remediated to a satisfactory level or until the teacher receives an overall evaluation rating of unsatisfactory and moves to a district level assistance plan.
6. The school-site assistance plan will outline specific area(s) in need of remediation, assistance to be provided, adequate time to correct deficiencies, method(s) of monitoring performance, and dates of follow-up conference(s).
7. School-site assistance must be provided for a minimum of thirty (30) calendar days, for each noted concern, prior to the principal's recommendation to the Superintendent for placement of the teacher on Performance Probation.
8. The teacher will be notified in a conference (Second Evaluation Conference) of the status of his/her deficiencies.

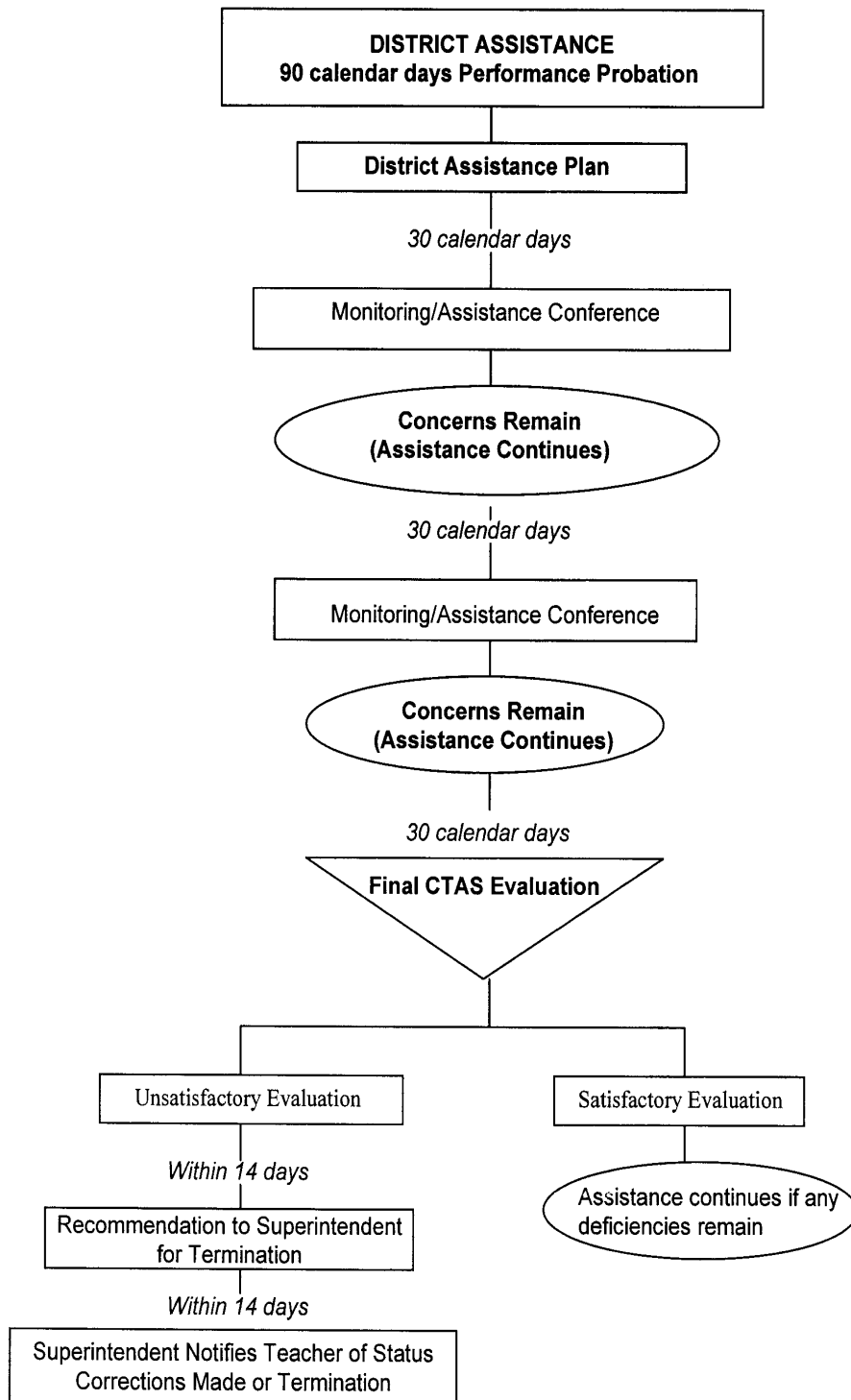
DISTRICT ASSISTANCE (Performance Probation)

9. All teachers who receive an unsatisfactory evaluation will be placed on Performance Probation as outlined in Florida Statute 1012.34.
"The employee shall be placed on performance probation and governed by provisions of this section for 90 calendar days from the receipt of notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar day period." (Appendix Letter)

10. The Association will receive, in a timely manner, the names and school assignments of any CTA members placed on Performance Probation.
11. The teacher may request a District Deficiency Hearing to review evaluation concerns and placement on Performance Probation. In addition, the teacher has the right to request a transfer. A transfer does not extend the period for correcting the performance deficiencies. The transfer request may be granted or denied.
12. The District Assistance Plan will outline areas of concern to be remediated and assistance to be provided.
13. Areas of concern must be documented (i.e., observations, written records, etc.).
14. Areas of concern must be noticed in writing to the teacher.
15. At least one monitoring/assistance conference will be held every 30 calendar days (excluding holidays and vacation days) during the Probationary Period.
16. If a new area of concern is documented during the Performance Probation period, the concern will not be added to the existing district plan. However, the initial period of assistance for the new concern will begin and will be coordinated with the District Assistance Plan.
17. An evaluation conference will be held by day 90 of the Performance Probation period to re-evaluate progress made on the areas of concern. (Final Evaluation)
18. Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the deficiencies have been corrected. At this time a recommendation must be forwarded to the superintendent by the principal. (Appendix G or Appendix H)
19. Within 14 days after receiving the evaluator's recommendation, the superintendent must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate his or her employment contract.
20. The employee has the right to initiate a written response to the assessment.
21. Written responses become a permanent attachment to the personnel file.

PERFORMANCE PROBATION PROCESS





APPENDIX

SCHOOL-SITE

**PERFORMANCE PROBATION
NOTIFICATION LETTER**

APPENDIX

A

MEMORANDUM

(To be used to initiate the school-site assistance period for a minimum of 30 calendar days)

TO:

FROM: Principal/Department Head

DATE:

SUBJECT:

With this memorandum I am notifying you that you are not completing your duties in a satisfactory manner.

Attached please find a preliminary unsatisfactory evaluation listing each of your areas of concern and a school-site assistance plan with improvement strategies for each area. You have a minimum of thirty (30) calendar days to improve your performance to a satisfactory level.

Your performance will be reviewed in no less than 30 calendar days from the date of this memo. Failure to improve your performance may result in further action. Please feel free to contact me if I can be of assistance.

Your signature only indicates receipt of this memorandum and does not indicate your agreement with its content.

Signature

c: Chief Officer of Administration
Director of Professional Standards

Date

Chief Officer of Human Resources
Area Superintendent

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 1. MANAGEMENT OF STUDENT CONDUCT

Section I: Deficiencies

- You did not specify and explain rules of conduct and provide for practice of rules when appropriate.
- You did not stop misconduct appropriately.
- You did not demonstrate an awareness of what all students are doing and suggest alternatives to misbehavior.
- You did not use verbal and nonverbal commands that demonstrate disapproval of inappropriate behavior.
- You did not use praise to reinforce appropriate behavior.
- You did not implement a classroom discipline plan which includes incentives and consequences for students.
- You did not implement the school wide discipline plan, where one exists.
- You did not provide opportunities for students to be accountable for their own behavior.
- You did not recognize student behavior problems, utilize appropriate resources, and devise solutions.
- You did not maintain standards of mutually respectful interaction during individual, cooperative learning and whole group activities.
- You did not set expectations for student responsibility.
- You did not reinforce appropriate social behavior.
- You did not establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
- You did not establish efficient routines for individual work, cooperative learning, and whole group activities.
- You did not offer alternative strategies and provide constructive feedback on behavior.
- You did not involve students in establishing standards for behavior.
- You did not apply rules consistently and equitably.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Section II: Improvement Strategies

Completion Date

- _____ Read Domain 2 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 33-71.
- _____ Complete *Learning Packet 14, Specifying Student Behavior*.
- _____ Complete booklet, *Professional Standards - Management of Student Conduct*.
- _____ Read current books and articles regarding discipline. Assistance will be provided at the Professional Library.
- _____ Observe the following teacher:

 (Name) _____ (Date) _____
- _____ Develop a classroom discipline plan and turn it in for review and assistance.
- _____ An area behavioral specialist will observe and assist you.
- _____ View the formative video for Domain 2 and locate behaviors in the formative instrument for Domain 2.
- _____ Attend a discipline workshop.
- _____ Interview a colleague known for skill in classroom management and ask for specific techniques for managing student conduct.
- _____ Practice incorporating effective Domain 2 behaviors in your classroom. Use the formative instrument for Domain 2 to help identify specific techniques.
- _____ Videotape a lesson and critique with a colleague.
- _____ Other: _____.

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee

(Date)

Signature of Principal or Designee

(Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 2. HUMAN DEVELOPMENT AND LEARNING

Section I: Deficiencies

- You did not differentiate the developmental level of students using behaviors, writing, drawings, and other sources.
- You did not previously acquire knowledge to link new knowledge and ideas to already familiar ideas.
- You did not actively engage and motivate students at appropriate developmental levels.
- You did not make provisions for individual students based upon their learning needs and developmental levels.
- You did not present concepts and principles in a variety of ways as they relate to the developmental levels of students.
- You did not apply curriculum development and student developmental processes to lesson development.
- You did not apply learning theories to lesson development.
- You did not apply knowledge of subject matter structure to lesson development.

Section II: Improvement Strategies

**Completion
Date**

- Read books and articles regarding the developmental stages of students as it relates to learning. Assistance in locating materials will be given at the Professional Library.
- Arrangements have been made for you to observe the following teacher:

 (Name) _____ (Date)
- View the Learning Difference video presentation. This may be checked out through the Office of Professional Standards.
- Videotape a lesson and critique with a colleague to analyze developmental levels of your students.
- Other: _____.

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 3. PRESENTATION OF SUBJECT MATTER

Section I: Deficiencies

- You did not present concepts using definitions or attributes and examples.
- You did not explain and provide for the application of laws or principles.
- You did not present academic rules and provide for practice of these rules.
- You did not present value knowledge in a manner that develops criteria and assists the student in making a decision.
- You did not efficiently use class time.
- You did not orient students to class work and specify purpose of activities.
- You did not provide for review of the subject matter at appropriate intervals.
- You did not present a clearly developed lesson and provide for practice of the subject matter.
- You did not use both factual and analytical questions.
- You did not recognize student responses and provide constructive feedback.
- You did not give specific academic praise.
- You did not supplement lessons using techniques for diverse learners such as English Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) and 504 strategies when appropriate.
- You did not conduct lessons that include creative and innovative projects and activities.
- You did not monitor students' work and adjust instructional strategies in response to students' needs.
- You did not implement appropriate instructional activities in individual, small, and large group settings to meet cognitive and affective needs.
- You did not maintain instructional momentum with smooth efficient transitions.
- You did not give clear directions for individual and cooperative class work and homework.
- You did not check completed work and give feedback to students.
- You did not conduct learning activities that provide opportunities for students to learn from each other.
- You did not use the references, materials, and technologies of the subject field in developing learning activities for students.
- You did not initiate appropriate classroom discussions and inquiries.
- You did not conduct lessons that address the various learning styles of students.
- You did not use various teaching techniques and strategies including appropriate materials, technology, and resources to effectively instruct students.
- You did not introduce materials and resources that affirm diversity and multiple perspectives.
- You did not use teaching strategies, materials, and technologies that can expand students' thinking abilities.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Section II: Improvement Strategies

**Completion
Date**

- _____ Read Domain 3 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 73-153.
- _____ Read articles in professional journals concerning practical application of the research on Domain 3.
- _____ Assistance in locating materials will be given at the Professional Library.
- _____ Complete *Learning Package 5, Using Questioning Techniques*.
- _____ Complete *Learning Package 6, Conducting Effective Lessons*.
- _____ Complete *Learning Package 13, Using Time Efficiently*.
- _____ Observations will be conducted using the FPMS Summative Instrument and Formative Instrument Domain 3.
- _____ View the formative video tape for Domain 3 and locate behaviors on the formative instrument for Domain 3.
- _____ Practice incorporating effective Domain 3 behaviors in your lessons.
- _____ An ESOL Specialist will provide assistance in incorporating ESOL techniques in your lessons.
- _____ An area specialist will assist you to learn a variety of instructional strategies for lesson delivery.
- _____ Attend workshops regarding instructional strategies.

- _____ Read Domain 4 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 155-193.
- _____ Read articles in professional journals concerning practical application of the research on Domain 4.
- _____ Assistance in locating materials will be given at the Professional Library.
- _____ Complete *Learning Packet 9, Teaching Concepts*.
- _____ Arrangements have been made for you to observe the following teacher:

 (Name) _____ (Date)
- _____ View the formative video for Domain 4 and locate behaviors in the formative instrument for Domain 4.
- _____ Practice incorporating effective Domain 4 behaviors in your lesson.
- _____ Videotape a lesson and critique with a colleague.
- _____ Other: _____.

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 4. COMMUNICATION: VERBAL AND NONVERBAL

Section I: Deficiencies

- ___ You did not demonstrate the ability to use language at the level appropriate to the topic and learner.
- ___ You did not emphasize important points.
- ___ You did not communicate high expectations for learning to all students.
- ___ You did not encourage students in a positive manner.
- ___ You did not adjust communication styles to meet the needs of students.
- ___ You did not provide constructive feedback on individual and cooperative work and behavior.
- ___ You did not communicate effectively in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
- ___ You did not apply correct syntax and mechanics in oral and written communication.
- ___ You did not communicate individual student progress based upon appropriate indicators to the student, family and to colleagues.
- ___ You did not avoid vague and scrambled discourse.

Section II: Improvement Strategies

**Completion
Date**

- ___ Read Domain 5 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 195-221.
- ___ Read articles in professional journals concerning practical application of the research on Domain 5. Assistance in locating materials will be given at the Professional Library.
- ___ Observations will be conducted using the FPMS Summative Instrument and Formative Instrument Domain 5.
- ___ Arrangements have been made for you to observe the following teacher:

 (Name) _____ (Date)
- ___ Audio tape a lesson and listen for errors in grammar and vocabulary. Ask an administrator for assistance in correcting problem areas.
- ___ Rehearse your lessons carefully for vocabulary and grammar.
- ___ Other: _____.

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 5: KNOWLEDGE OF SUBJECT MATTER

Section I: Deficiencies

- ___ You did not effectively deliver accurate and current instruction.
- ___ You did not communicate knowledge of subject matter in a manner that enables students to learn.
- ___ You did not demonstrate knowledge of subject matter to integrate instruction across curricular areas.

Section II: Improvement Strategies

- ___ Read Domain 4 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 155-193.
- ___ Read articles in professional journals concerning your subject area. Assistance in locating materials will be given at the Professional Library.
- ___ Work with the area specialist in your subject area.
- ___ Take a course or an inservice component in your content area.
- ___ Arrangements have been made for you to observe the following teacher:

(Name) _____ (Date)
- ___ Work on content with a grade chairman or a colleague who teaches the same subject matter.
- ___ Videotape a lesson and critique with a colleague.
- ___ Other: _____.

**Completion
Date**

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee

(Date)

Signature of Principal or Designee

(Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 6: LEARNING ENVIRONMENT

Section I: Deficiencies

- You did not create a safe, orderly learning environment.
- You did not establish an environment conducive to positive peer interaction.
- You did not promote positive student self concepts.
- You did not establish efficient and effective routines.
- You did not demonstrate an understanding of the physical, social, and emotional characteristics of students.
- You did not demonstrate an acceptance of students from diverse cultures, and treat all students equitably.
- You did not motivate, encourage, and support individuals and groups.
- You did not foster a learning environment in which all students are treated equitably.
- You did not recognize the cultural diversity and experiences of individual students to enrich instruction.
- You did not analyze and use school, family, and community resources to help meet students' learning needs.
- You did not provide a safe place for students to take academic risks.
- You did not arrange and manage the physical environment to facilitate student learning outcomes.
- You did not create a climate of openness, mutual respect, support, and inquiry.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Section II: Improvement Strategies

Completion Date

- _____ Read Domain 2 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 33-71.
- _____ Read Domain 5 in *Domains of the FPMS*, pp. 195-221.
- _____ Read articles in professional journals concerning practical application of the research on classroom climate. Assistance in locating materials will be given at the Professional Library.
- _____ Develop materials to display in your classroom. Assistance will be provided at the District Administrative Center, Department of Exceptional Student Education/FDLRS, Suite A-203.
- _____ Complete booklet, *Professional Standards - Classroom Management*, pp. 58-73.
- _____ Observe three teachers in your school who are known for their ability to nurture the dignity and worth of their students. During observations record what they do to convey that warmth and consideration and turn in your notes to an administrator for review.
- _____ Underline in your lesson plans methods you will be using to motivate your students.
- _____ Personalize your instruction as much as possible. For example: Be certain to give individual attention to at least one student a day.
- _____ Develop and implement techniques to improve your classroom climate with the assistance of a grade chairman or colleague.
- _____ View the formative video for Domain 7 and locate behaviors on the formative checklist for Domain 7.
- _____ Videotape a lesson and critique it with a colleague.
- _____ Other: _____

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 7: PLANNING

Section I: Deficiencies

- You did not plan and implement lessons, connecting goals, learning activities, outcomes, and evaluation.
- You did not select, specify and sequence appropriate activities.
- You did not utilize appropriate instructional materials as approved by the district.
- You did not specify learner objectives, and relate these objectives to the instructional activity.
- You did not use student performance outcomes, benchmarks, and evidence of adequate progress in plan lesson activities.
- You did not plan activities that promote high standards to enhance continuous improvement.
- You did not plan and conduct interdisciplinary lessons.
- You did not plan to teach concepts through a variety of methods, support, enrichment activities, and materials.
- You did not plan for instruction in effective learning procedures, study skills, and test-taking strategies.
- You did not plan activities to assist students in developing skills in accessing and interpreting information.
- You did not plan activities to assist students in using the resources available to them as he/she recognizes and builds upon student differences.
- You did not plan activities that engage students in learning.
- You did not plan for the use of available community resources for classroom activities.
- You did not use data from various formal and informal assessments to plan instruction.
- You did not cooperatively work with colleagues in planning instruction.
- You did not plan modification in the learning environment to correspond with learners' needs.
- You did not plan instruction which is consistent with the school's improvement initiatives.
- You did not plan appropriate assessment activities.
- You did not maintain complete plans in advance of teaching.

Signature of Employee

(Date)

Signature of Principal or Designee

(Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Section II: Improvement Strategies

Completion Date

- Read Domain 1 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 2-31.
- Read articles in professional journals concerning practical application of the research in Domain 1. Assistance in locating materials will be given at the Professional Library.
- Collaborate with a grade chairman or a colleague in planning your lesson(s)/unit(s).
- An ESOL specialist will provide assistance in incorporating ESOL techniques in your lesson plans.
- Work with an area specialist who will assist you in developing a variety of instructional strategies to be included in your plans.
- Turn in your plan book weekly to an administrator for review and assistance.
- Videotape a lesson and critique with a colleague.
- Other: _____.

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 8: ASSESSMENT

Section I: Deficiencies

- ___ You did not determine students' skills and individual learning needs.
- ___ You did not use appropriate testing procedures.
- ___ You did not create a positive test taking atmosphere.
- ___ You did not explain the marking and grading procedure.
- ___ You did not assess implementation of the curriculum's scope, sequence, and content.
- ___ You did not utilize an effective system to provide performance feedback to students.
- ___ You did not use forms of assessment that are appropriate for the grade level, subject matter and instructional goals.
- ___ You did not assist students in maintaining methods of assessment in individual work, guiding them through a self assessment process.
- ___ You did not modify instruction based upon assessed student performance.
- ___ You did not review assessment data concerning the students to determine their entry level skills, deficiencies, academic progress and personal strengths.
- ___ You did not assess individual and group performance to provide instruction that meets students' needs in the area of cognitive, social, emotional and physical development.
- ___ You did not utilize assessment consistent with school improvement initiatives.
- ___ You did not provide evidence of improvement in student performance.

Section II: Improvement Strategies

- ___ Read Domain 6 in *Domains of the Florida Performance Measurement System (FPMS)*, pp. 223-255.
- ___ Work with a grade chairman or colleague in your grade level to establish evaluation procedures.
- ___ Read articles in professional journals concerning practical application of the research on Domain 6. Assistance in locating materials will be given at the Professional Library.
- ___ Complete *Learning Packet 17, Constructing Tests*.
- ___ Develop a system to provide frequent performance feedback to students with the assistance of an area specialist.
- ___ Work with an administrator to appropriately utilize test data.
- ___ Other: _____.

**Completion
Date**

Dates progress will be reviewed: _____, _____, _____.
Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee

(Date)

Signature of Principal or Designee

(Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 9: TECHNOLOGY

Section I: Deficiencies

- _____ You did not utilize appropriate learning media and a wide range of available instructional technology applications to address learning objectives.
- _____ You did not utilize instructional and electronic networks to gather and share information.
- _____ You did not select and utilize available educational software for instruction and management.
- _____ You did not teach students to use available computers and other forms of technology at the appropriate skill level.
- _____ You did not use available technology to construct teaching materials and learning activities.
- _____ You did not use available technology and other appropriate tools to extend the learning environment for students.
- _____ You did not work with available on-site technical and instructional technology specialists to collaborate on instructional delivery.

Section II: Improvement Strategies

_____ View the following Video Journal programs:

- _____ 1. Technology to Enhance Learning
- _____ 2. Utilizing the Internet in the Classroom
- _____ 3. The Technology - Infused High School Classroom
- _____ 4. The Technology - Infused Middle School Classroom
- _____ 5. The Technology - Infused Elementary School Classroom

These programs may be viewed via the Office of Professional Standards

- _____ Observe a teacher who is known for using technology to enhance instruction. During the observation record how the technology is used and turn in your notes to an administrator for review. Select and implement techniques in the classroom.
- _____ Collaborate with Technology Resource Teachers to develop instructional strategies.
- _____ Attend district workshops and seminars regarding instructional strategies in technology.
- _____ Other: _____.

**Completion
Date**

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee

(Date)

Signature of Principal or Designee

(Date)

SCHOOL-SITE ASSISTANCE PLAN

Name: _____ School/Dept. _____

Contract: _____ Timeline: _____ (a minimum of 30 calendar days)

Directions: In Section I, deficiencies observed in your classroom performance have been checked. Section II includes strategies to assist you in improving your classroom performance regarding this area. Specific strategies have been checked.

Criterion 10: RECORD KEEPING

Section I: Deficiencies

- _____ You did not construct a system for recording individual student's knowledge and skills progress in a subject area.
- _____ You did not maintain a legible, up-to-date and accurate grade book.
- _____ You did not maintain accurate attendance records.
- _____ You did not maintain observational and anecdotal records to monitor student development.
- _____ You did not maintain records for non-instructional purposes.
- _____ You did not submit routine school/district paperwork in a timely manner.

Section II: Improvement Strategies

- _____ Turn in grade book weekly to an administrator for review and assistance.
- _____ Develop a system of recording students' progress that is consistent with the school's policies and procedures.
- _____ Consult with a grade chairman or a colleague regarding maintaining accurate records.
- _____ Collaborate with a colleague to construct a system for recording individual student's knowledge and skills progress in a subject area.
- _____ Other: _____.

**Completion
Date**

Dates progress will be reviewed: _____, _____, _____.

Observation(s) will be conducted to determine if these deficiencies have been corrected.

Signature of Employee (Date)

Signature of Principal or Designee (Date)

**SCHOOL-SITE
PERFORMANCE PROBATION
MONITORING CONFERENCE NOTES**

APPENDIX
C

MEMORANDUM

(To be used during the assistance period to document progress/or failure to progress)

TO:

FROM: Principal/Department Head

DATE: _____

SUBJECT:

This is to confirm our conference on _____. The purpose of the meeting was to determine your progress toward remediating the deficiencies, as listed in your school-site assistance plan.

We discussed the following:

List deficiencies and comment on progress.
Remind employee of your expectations in each area.

Failure to improve your performance may result in further action.

Please feel free to contact me if I can be of assistance.

Your signature only indicates receipt of this memorandum and does not indicate your agreement with its content.

Signature

Date

90 CALENDAR DAYS

**PRINCIPAL’S LETTER TO SUPERINTENDENT REQUESTING
PERFORMANCE PROBATION FOR
90 CALENDAR DAYS**

(Date)

APPENDIX
D

Superintendent
The School District of Palm Beach County
3340 Forest Hill Boulevard (C-316)
West Palm Beach, Florida 33406-5870

RE: (Teacher’s Name), (Social Security Number)

Dear Superintendent:

On (Date), I completed a preliminary evaluation of the performance of classroom teacher (Teacher’s Name). I have documented deficiencies in the following areas:

(List Concerns noted on the unsatisfactory Preliminary Evaluation)

1. Management of Student Conduct
2. Human Development and Learning and Development
3. Presentation of Subject Matter

I have discussed my concerns with (Teacher’s Name) and have provided school - site assistance for a minimum of thirty (30) calendar days to correct each of these deficiencies. However, a sufficient number of these deficiencies still exist to warrant an unsatisfactory evaluation. Therefore, I am requesting that you provide notice to (Teacher’s Name) as required by Sections 1012.34 and 1012.33, Florida Statutes, that (he/she) will be placed on Performance Probation for 90 calendar days to correct the remaining deficiencies.

Thank you for your attention to this matter.

Sincerely,
(Principal’s Name)

Signature

Date

c: Chief Officer of Administration
Director of Professional Standards
Personnel Attorney
Teacher
Personnel File

Chief Officer of Human Resources
Area Superintendent
Employee Records & Information Services

***DISTRICT ASSISTANCE PLAN
MEETING SUMMARY***

**APPENDIX
E**

Employee Name:	Social Security:
Department/School:	
Meeting Date:	Date of Next Meeting:

Personnel Present:

Purpose:

Key Points:

Status of Concern Ratings:

Office of Professional Standards (Page 1 of 2)
CTAS DISTRICT LEVEL II PROFESSIONAL DEVELOPMENT PLAN

Name: _____ **School/Department:** _____ **APPENDIX**
F

Social Security #: _____

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategies: Jane Doe, Program Planner, Elementary Language Arts
 Observation and Assistance Conference: **Week of Sept. 21 - 25, 1998**

Date(s) Reviewed: Follow-up assistance conference with written report and recommendations will be given within ten (10) days of the observation.

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategies: Jane Doe, Manager, Professional Standards
 Observation and Assistance Conference: **Week of Oct. 5 - 9, 1998**

Date(s) Reviewed: Follow-up assistance conference with written report and recommendations will be given within ten (10) days of the observation.

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategies: Jane Doe, Area 1 Instructional Support Team
 Observation and Assistance Conference: **Week of Oct. 26 - 30, 1998**

Date(s) Reviewed: Follow-up assistance conference with written report and recommendations will be given within ten (10) days of the observation.

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategies: Jane Doe, Florida Atlantic University Professor
 Observation and Assistance Conference: **Week of Nov. 16 - 20, 1998**

Date(s) Reviewed: Follow-up assistance conference with written report and recommendations will be given within ten (10) days of the observation.

Office of Professional Standards (Page 2 of 2)
CTAS DISTRICT LEVEL II PROFESSIONAL DEVELOPMENT PLAN

Name: _____ **School/Department:** _____
Social Security #: _____

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategy: School-site administrators will observe and offer assistance.

Date(s) Reviewed: Follow-up assistance conference with written report and recommendations will be give within ten (10) days of the observation.

Criterion Number: 1, 2, 3, 4, 6, 10 **Timeline:** Sept. - Midyear 1998

Area of Concern: Management of Student Conduct, Human Development and Learning, Presentation of Subject Matter, Communication: Verbal and Nonverbal, Learning Environment, Record Keeping

Strategy: A mutually agreed upon conference will provide assistance in concern areas.

Signature of Employee _____	Signature of Principal _____ Date _____
Employee's signature demonstrates receipt of the completed form and does not necessarily indicate agreement with its content.	Signature of Principal's Designee _____ Date _____

Note: CTAS District Professional Development Plan with original signatures to be retained in Principal's files. Please send a copy to the Office of Professional Standards, Fulton-Holland Educational Services Center, Suite A-115.

Office of Professional Standards, 7/98

Copy Distribution: Principal; Teacher; Instructional Support Team Member(s), Area Office; Legal Counsel; Chief Personnel Officer, Division of Personnel; Executive Director, Division of Professional Development & School Improvement Services; Classroom Teachers Association (CTA) Representative; Florida Atlantic University Representative

Professional Standards Teacher Full Day Workshops
Fall 1998 Schedule

8:30 a.m. – 3:30 p.m.
Fulton-Holland Educational Services Center

DATE	TOPIC	LOCATION	CTAS EVALUATION PERFORMANCE CRITERIA
Sept. 16, 1998	Cooperative Learning by Jane Doe	Training Room "C"	3) Presentation Of Subject Matter
Sept. 17, 1998	Utilizing Effective ESOL Strategies by Jane Doe	Training Room "C"	3) Presentation Of Subject Matter
Sept. 23, 1998	Instructional Organization & Development & Communication: Verbal & Nonverbal by Jane Doe	Training Room "C"	3) 4) Presentation Of Subject Matter Communication: Verbal & Nonverbal
Sept. 24, 1998	Seven Habits of Highly Effective People by Jane Doe	FDLRS Conference Room A-203	6) Learning Environment 7) Planning
Oct. 7, 1998	Presentation of Subject Matter & Planning by Jane Doe	Training Room "C"	3) Presentation of Subject Matter 7) Planning

DATE	TOPIC	LOCATION	CTAS EVALUATION PERFORMANCE CRITERIA
Oct. 14, 1998	Strategies for ESE Teachers by Jane Doe	Training Room "C"	3) Presentation of Subject Matter
Oct. 15, 1998	Instructional Strategies for Increasing Student Achievement by Jane Doe	Training Room "C"	3) Presentation of Subject Matter
Oct. 22, 1998	Using Multicultural Strategies to Improve Student Achievement by Jane Doe	FDLRS Conference Room A-203	3) Presentation of Subject Matter 6) Learning Environment
Nov. 4, 1998	Management of Student Conduct & Classroom Climate by Jane Doe	Training Room "C"	1) Management of Student Conduct 6) Learning Environment
Nov. 5, 1998	Creating A Dynamic Organizational Climate by Jane Doe	Training Room "A"	APMS Evaluation Instrument Sensitivity and Work Climate Teamwork/Interpersonal Relationships Commitment to Mission and Vision

Note: These full-day workshops are mandatory as they are conducted during the teacher's workday. Please arrange for a substitute by following the usual procedure. Workshops are listed by the criteria on the Classroom Teacher Assessment System (CTAS) Evaluation Form and eligible teachers may attend any or all workshops. The workshops are designed to provide individualized assistance so that teachers with a concern in any listed performance criteria may attend. To make reservations, please send a PROFS to USER ID VAZQUEZ.

Received by: _____

Professional Standards Afternoon Seminars
Fall/Winter 1998 Schedule

4:00 p.m. – 6:00 p.m.
Fulton-Holland Educational Services Center

DATE	TOPIC	LOCATION	CTAS EVALUATION PERFORMANCE CRITERIA
Sept. 16, 1998	Classroom Management Survival Skills by John Doe	Training Room "C"	1) Management of Student Conduct 6) Learning Environment 10) Record Keeping
Sept. 23, 1998	Presentation Pizzazz by Jane Doe	Training Room "A"	3) Presentation of Subject Matter
Sept. 24, 1998	Spice up your Classroom with Technology by John Doe	DMS B-241	3) Presentation of Subject Matter 6) Learning Environment
Oct. 7, 1998	Managing Very Disruptive Students by John Doe	Training Room "C"	1) Management of Student Conduct
Oct. 28, 1998	Management of Student Conduct by Jane Doe	Training Room "C"	1) Management of Student Conduct 6) Learning Environment
Nov. 4, 1998	Classroom Dynamite by Jane Doe	Training Room "C"	1) Management of Student Conduct 3) Presentation of Subject Matter 6) Learning Environment
Nov. 18, 1998	Strategies in Planning for Instruction by Jane Doe	Training Room "C"	7) Planning
Dec. 2, 1998	We Can't Change The Weather But We Can Control the Climate by Jane Doe	Training Room "A"	1) Management of Student Conduct 6) Learning Environment

Note: These seminars are not mandatory. It is the responsibility of the teacher, not the principal, to make reservations for the seminars by sending a PROFS to USER ID VAZQUEZ or by calling 434-8757 or PX 48757. Seminars are listed by the criteria on the Classroom Teacher Assessment System (CTAS) Evaluation Form.

Received by: _____