

Instructional Personnel Performance Appraisal System



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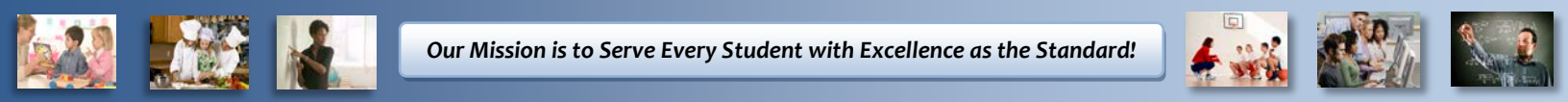
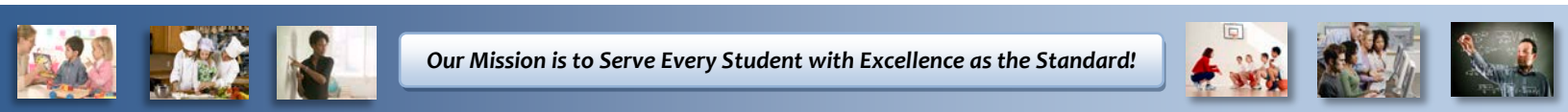


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Our Mission is to Serve Every Student with Excellence as the Standard!

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Philosophy

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

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

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



Purpose

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

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



Performance Appraisal System Procedures

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

ORIENTATION

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

OBSERVATIONS

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

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

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

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

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

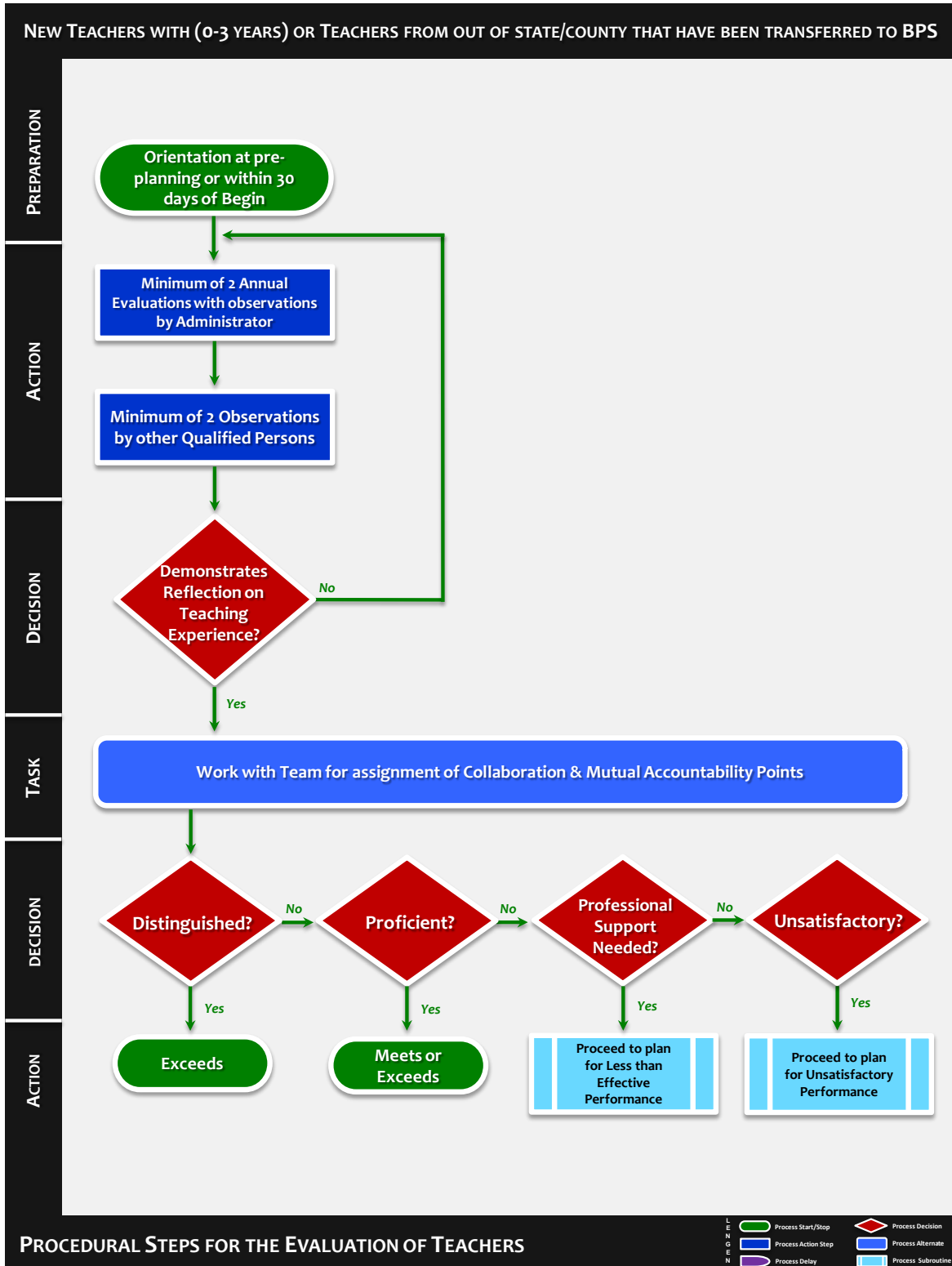
Evidence documenting fulfillment of professional responsibilities includes artifacts on school improvement goals, expansion of subject area knowledge and skills, knowledge and implementation of 21st century skills. Collegial collaboration evidence may include confirming work with colleagues, work on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

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



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

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



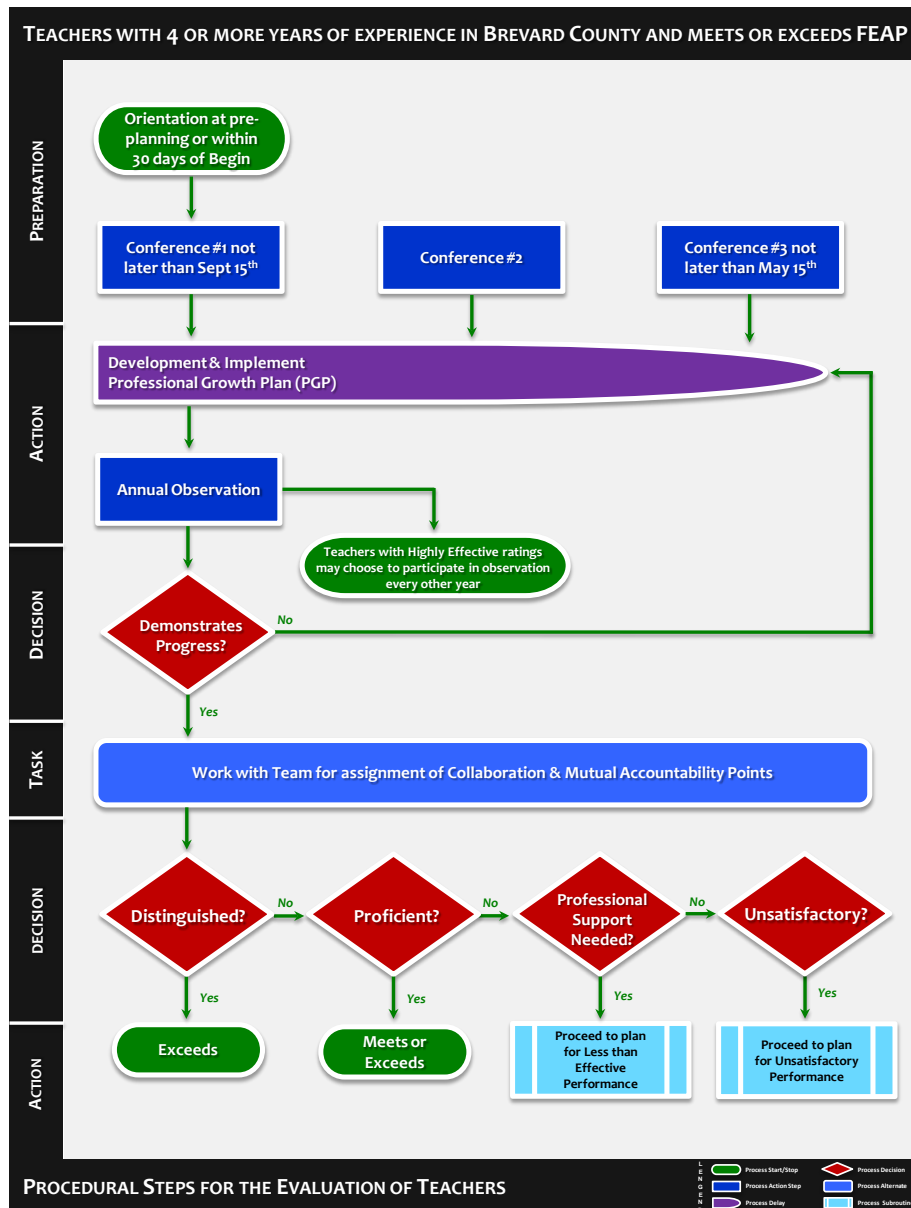
Teachers with four or more years of teaching experience for Brevard Public Schools (BPS)

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

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

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

The milestone event of completing the third year of teaching, BPS allows those teachers who are deemed highly effective to choose to participate in the observation process every other year.

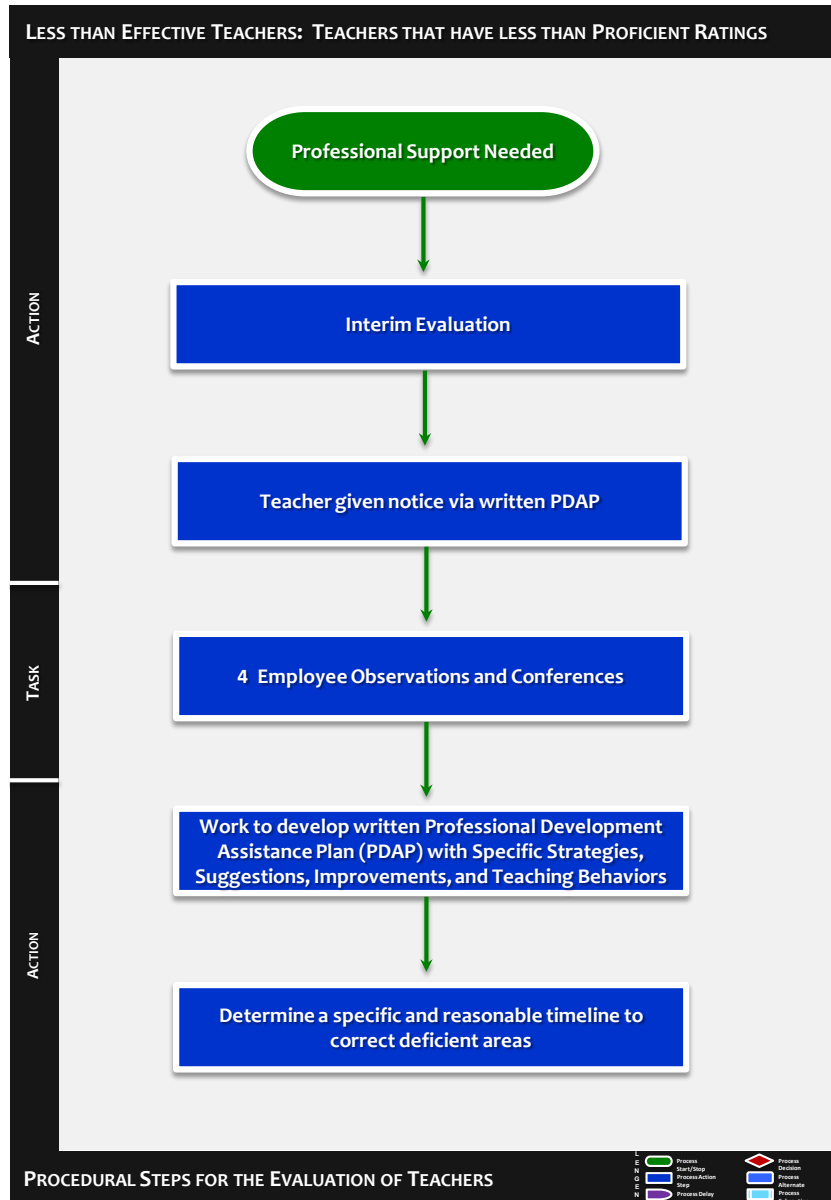


Less than Proficient Performance Ratings

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

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

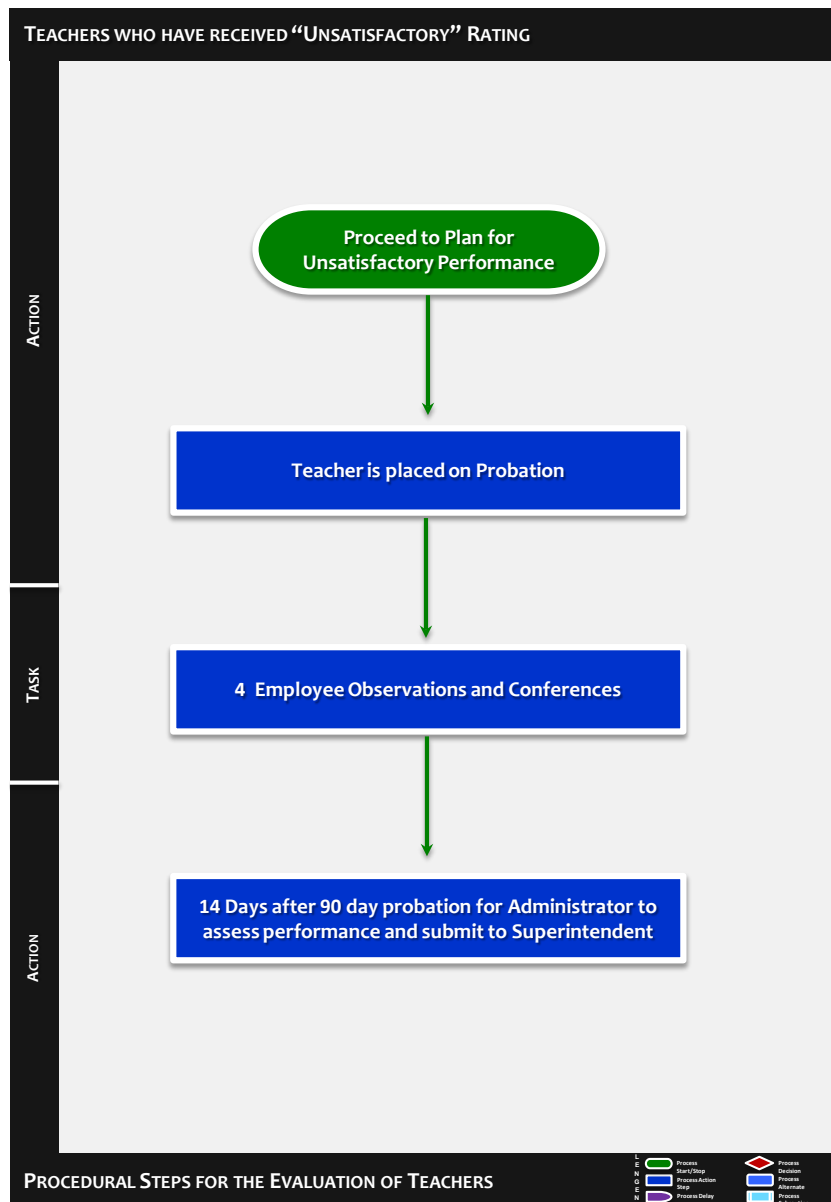
If the employee receives a rating of professional support needed or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the formative and summative forms and attachment(s)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



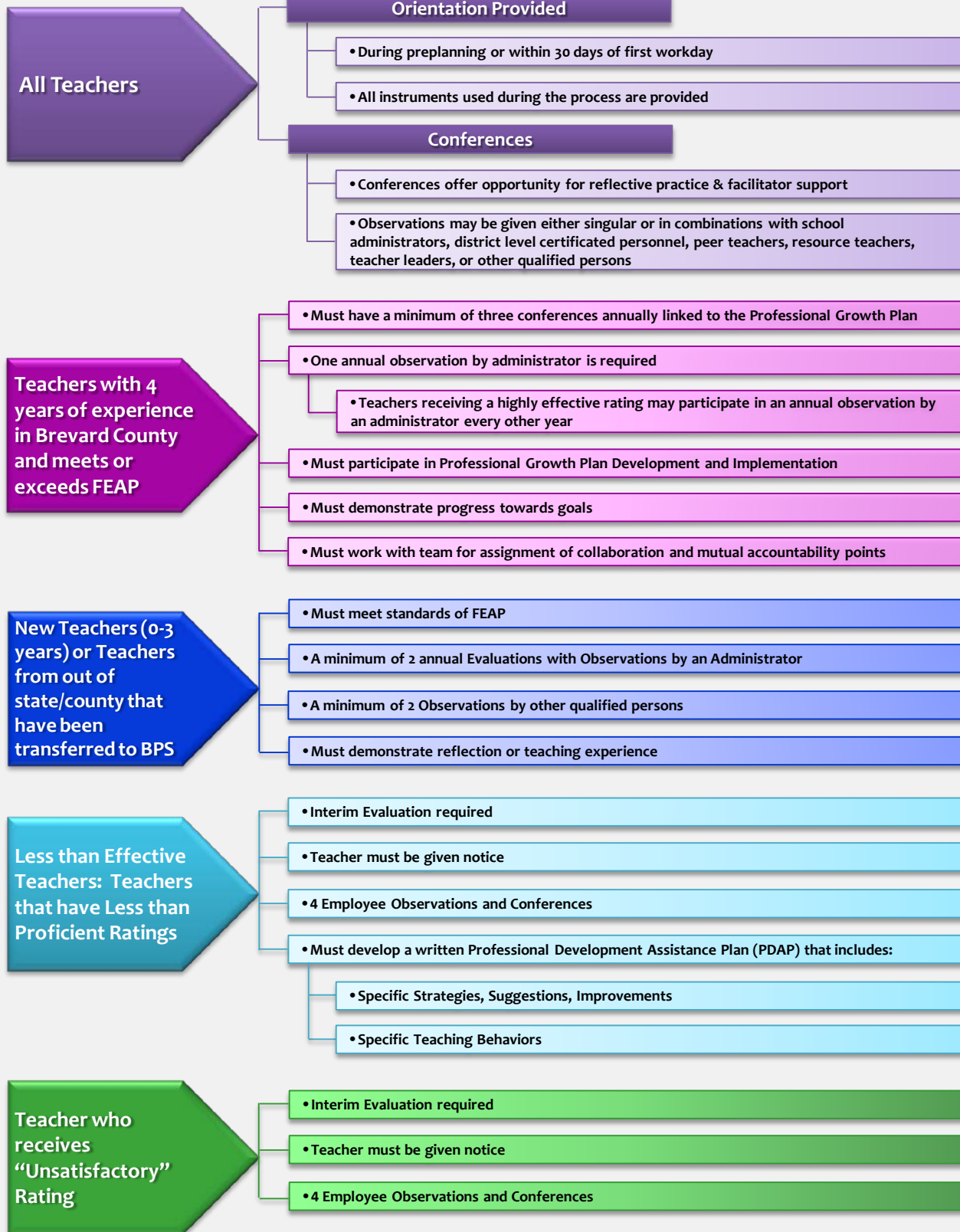
Teacher with Unsatisfactory Ratings

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

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



PROCEDURAL STEPS FOR THE EVALUATION OF TEACHERS



PROCEDURAL STEPS FOR THE EVALUATION OF TEACHERS



NEW TEACHER PROBATIONARY EMPLOYEE PROCESS

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

INTERIM EVALUATIONS

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

PERFORMANCE ASSESSMENT AND TASKS & TIMELINES

The performance appraisal system is cyclical in nature. It is a process not an event. Based on the timeline which requires that summative evaluation instruments be sent to Human Resources Services by June 30, 2012, the following sequence of events should occur:

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

CONTINUED PROCESS IMPROVEMENT MONITORING OF SYSTEM DESIGN, REVIEW & MODIFICATION

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



The Seven Performance Appraisal System Dimensions (FEAP & BPS Standards)

BPS Instructional *Performance Appraisal System* Dimensions



Performance Appraisal Model

50% Professional Practices	<u>PROFESSIONAL PRACTICES BASED ON FLORIDA'S EDUCATOR ACCOMPLISHED PRACTICES</u>	50%
	21 points: Professional Practices 10 points: Professional Growth Plan Development 8 points: Plan Implementation 8 points: Collaboration/Mutual Accountability 3 points: Alignment of Professional Practices with Student Performance Measures	
50% Student Performance	<u>INDIVIDUAL ACCOUNTABILITY FOR STUDENT GROWTH BASED ON IDENTIFIED ASSESSMENTS</u>	40%
	35 points: Individual accountability for student achievement/value added growth measures 5 points: Collaborative team student achievement results related to closing the achievement gap of the Lowest 25% in Reading and/or Math using value-added measures.	
50% Student Performance	<u>DISTRICT OPTION: TEAM AND SCHOOL ACCOUNTABILITY</u>	10%
	5 points : Achievement of School Improvement Plan goals assigned for whole school results <u>or</u> team results 2 points: Individual accountability for meeting individual Professional Growth Plan (PGP) target(s) 3 points: Whole School student achievement results as measured by regression of FCAT components of School Grade	



PARENTAL & COMMUNITY INPUT

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

PROFESSIONAL GROWTH PLANS (PGP)

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

Plan Development (1 to 3 goals)

- A. Development of PGP Goal
 - a. Quantitative & qualitative student performance data
 - b. Incorporates best-practice research
 - c. Based on reflection of current practice—areas for growth
 - d. Connection to School Improvement Plan (SIP)
 - e. Meaningful “stretch”

- B. Work Plan Strategies
 - a. Defined learning and professional development
 - b. Action oriented and sustained
 - c. Direct connection to PGP goal
 - d. Defined, realistic timelines
 - e. Defined in-process measuring elements
 - f. New practice followed by feedback and/or reflection

- C. Outcome Measures and Reflection
 - a. Quantitative and qualitative student performance targets connected to data in “A”
 - b. Quantitative and qualitative based on changes in professional practice

Plan Implementation

- A. Working the Plan
 - a. Fidelity in professional development and professional practice strategies
 - b. Timelines followed or adjusted with rationale
 - c. Later practice informed by earlier attempts
 - d. Sought feedback and support
 - e. Shared successful practice

- B. In-process monitoring
 - a. Ongoing reflection
 - b. Specific processes for acquiring quantitative and qualitative formative performance data from students connected to instruction



Performance Appraisal System Data Components

USING DATA AND INDICATORS OF IMPROVEMENT IN STUDENT PERFORMANCE

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

STUDENT GROWTH MEASURES SUMMARY

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

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

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

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

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

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

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

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

RATING SCALE DEFINITIONS

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

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

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

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

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

- 0-50 points **Student growth**
- 0-21 points **Observation(s)**
- 0-10 points **Plan Development**
- 0-08 points **Plan Implementation**
- 0-08 points **Collaboration and Mutual Accountability**
- 0-03 points **Alignment**

Scale for annual summative evaluation rating:

- 86-100 **Highly Effective**
- 73-85 **Effective**
- 64-72 **Needs to Improve**
- 63-0 **Unsatisfactory**



Performance Appraisal Model

50% Student Performance	<p align="center"><u>INDIVIDUAL ACCOUNTABILITY FOR STUDENT GROWTH</u> <u>BASED ON IDENTIFIED ASSESSMENTS</u></p> <p>35 points: Individual accountability for student achievement/value added growth measures</p> <p>5 points: Collaborative team student achievement results related to closing the achievement gap of the Lowest 25% in Reading and/or Math using value-added measures.</p>	40%
	<p align="center"><u>DISTRICT OPTION: TEAM AND SCHOOL ACCOUNTABILITY</u></p> <p>5 points : Achievement of School Improvement Plan goals assigned for whole school results <u>or</u> team results</p> <p>2 points: Individual accountability for meeting individual Professional Growth Plan (PGP) target(s)</p> <p>3 points: Whole School student achievement results as measured by regression of FCAT components of School Grade</p>	
50% Professional Practices	<p align="center"><u>PROFESSIONAL PRACTICES</u> <u>BASED ON FLORIDA'S</u> <u>EDUCATOR ACCOMPLISHED</u> <u>PRACTICES</u></p> <p>21 points: Professional Practices</p> <p>10 points: Professional Growth Plan Development</p> <p>8 points: Plan Implementation</p> <p>8 points: Collaboration/Mutual Accountability</p> <p>3 points: Alignment of Professional Practices with Student Performance Measures</p>	50%

ALIGNMENT

You will note that the Professional Practices component equals 47 points yet we have a total possible evaluation score of 100. That is because up to 3 points could be earned as an alignment component between both Professional Practice and Student Achievement scores. In this way, every staff member has a vested interest in not only supporting the growth of their colleagues to, in turn, improve student performance, but also in providing honest evaluative feedback and decisions.

The calculation is based upon a ranking comparison of their school's average Professional Practice score compared with their school's average Student Performance scores. Grouped rankings will be established as Elementary, Middle, High, and Alternative School categories.

OVERALL PERFORMANCE RATINGS

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

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



PERFORMANCE BASED COMPENSATION

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

Grandfathered salary schedule

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

Performance salary schedule

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

Advanced degrees

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

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



Student Success Act Implementation Salary Schedule*

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

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



Performance Appraisal System Support

PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN (PDAP)

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

DISTRICT PEER MENTOR TEACHERS

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

CAREER COUNSELING

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

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

The objectives of career counseling are to:

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

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

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



EMPLOYEE COACHING

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

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

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

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

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

The objectives of coaching are to:

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

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

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

Situational Coaching

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

Performance Assessment/ Career Counseling Coaching

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



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

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

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

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

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

Causes of Poor Performance

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

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

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



Professional Development Training

INSTRUCTIONAL PERSONNEL TRAINING

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

PROFESSIONAL DEVELOPMENT OBJECTIVES

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

Objectives:

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

The following information expands these characteristics in more detail.

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

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

Example:

I will cause our department to be within budget.



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

Example:

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

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

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

D. Are written in the future tense:

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

E. Are subject to renegotiation:

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

F. State the means by which the job will be accomplished:

Objectives should express HOW they will be accomplished.

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

G. Are attainable yet challenging:

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

H. Specify a completion date:

Objectives are created with a definite time span in mind. Once the objective has been achieved, it ceases to exist. Avoid using words that suggest regenerative characteristics, (e.g., “continues”).

The following objective does define its duration through the use of timelines (by December 31, 20--).

Example:

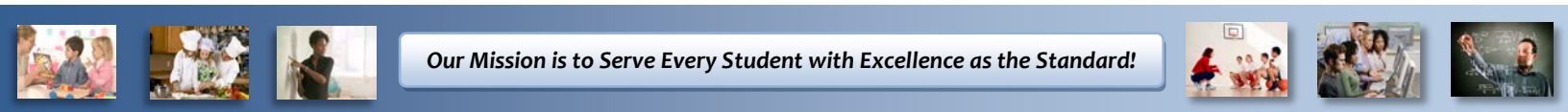
I will personally research, develop, and prepare guidelines for Project Graduation “by December 31, 20--,” and present them to the Principal.

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

Following is another example of a correctly stated objective:

Example:

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



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

I. Are quantifiably measurable or at least observable:

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

Quantifiably Measurable:

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

The following examples do not indicate the quantitative characteristics:

I will raise the test scores in my school.

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

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

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

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

Observable:

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

The following example is an objective that is not observable:

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

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

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

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

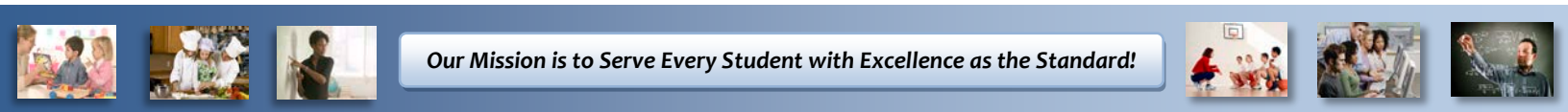
Supervisors should discriminate between those jobs they perform and those that their employees perform. This is especially important in cases of job sharing. Supervisors must word the objectives in such a way that it is clear that, while they may not execute the assigned job, they do direct, administer,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

K. Are agreed to by both employee and supervisor:

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

L. Are recorded in writing:

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



EVALUATOR TRAINING

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

To ensure that evaluators and those assessed can reliably identify specific behaviors that have an impact on effective teaching.
 - (b) *Activities*

District training activities will be used.
 - (c) *Materials*
 - (1) Rubric document for observation.
 - (2) Coding manual.
 - (3) Observation practice tapes.
 - (d) *Evaluation Procedure*

Evaluators will attain a passing score on the criterion observations.
- B. Evaluators will complete the following training sessions:
- 1) Introduction to the BPS Instructional Personnel Performance Appraisal System.
 - (a) *Objectives*
 - (1) To develop a positive philosophy and attitude toward personnel performance appraisal.
 - (2) To outline the conceptual basis for the system in the goals, objectives, and philosophy.
 - (3) To ensure that evaluators understand the proper use of the assessment criteria and procedures and the need for confidentiality.
 - (4) To examine and to discuss procedures as they relate to various categories of instructional personnel.
 - (5) To provide techniques for developing understanding of assessment criteria and procedures.
 - (b) *Activities*

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

Instructional Personnel Performance Appraisal System manual
 - (d) *Evaluation Procedures*

In order to demonstrate attainment of the knowledge identified in the module objectives, participants will successfully complete the training activities as verified by the workshop leader(s).
 - 2) Formative Data Collection Techniques and Data Interpretation
 - (a) *Objectives*
 - (1) To practice data collection skills using instruments appropriate to the setting and the specific data to be collected.
 - (2) To develop data analysis skills necessary for making reliable judgments, including practice in analyzing all data collected on assessment forms, instruments, and written communication.
 - (3) To develop skills in documentation, including practice in completing assessment forms and instrument and preparing various types of written communications related to assessment.



(b) *Activities*

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

(c) *Materials*

Instructional Personnel Performance Appraisal System manual

(d) *Evaluation Procedures*

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

3) Technical Assistance

(a) *Objectives:*

To develop instructional counseling and coaching skills, including practice in employee involvement in a conference and interpersonal interaction techniques

- (1) To develop skills in developing and facilitating performance growth programs, including identification of appropriate resources, monitoring or assessing progress, and utilizing procedures for follow-up
- (2) To develop competency in goal setting
- (3) To emphasize the development of human resources

(b) *Activities*

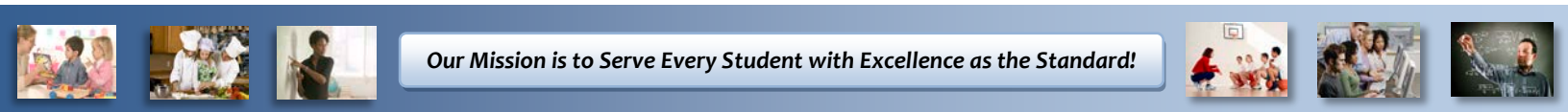
- (1) Participants will be provided with practice in:
 - (a) developing goals
 - (b) conferencing skills and techniques
 - (c) procedures for monitoring and assessing progress
 - (d) the implementation of a Professional Development Action Plan

(c) *Materials*

Instructional Personnel Performance Appraisal System manual

(d) *Evaluation Procedures*

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



RECOMMENDED PERFORMANCE APPRAISAL TECHNIQUES & PRACTICES

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

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

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

Consider the employee's performance in the following ways:

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



A. Consider your answers to the following questions:

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

B. Conducting the session:

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

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



PERFORMANCE APPRAISAL COMMUNICATION PLAN COMPONENTS FOR CLASSROOM TEACHERS

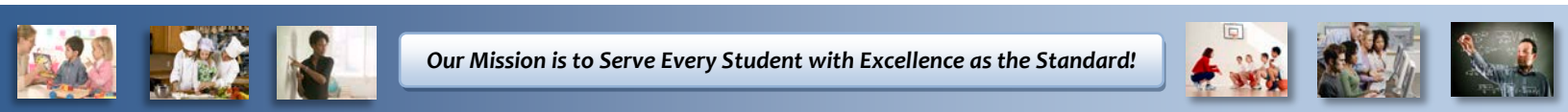
Purpose: Clarity, consistency, and reliability in performance appraisal observations, feedback/coaching, and continuous improvement of teaching.

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

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

<u>Training Component</u>	<u>Conducted By</u>	<u>Timeline</u>
• Overview of Instructional Performance Appraisal System	• Superintendent	• April, May & June 2011
• Dimensions/FL Educator Accomplished Practices (FEAP)	• District Staff & Principals	• July & August 2011
• Procedures and Timelines	• Principals	• July & August 2011
• Peer Review Module	• Principals	• August 2011
• Rubrics for Dimension Criteria and Ratings	• District Staff & Principals	• July & August 2011
• Orientation training of IPPAS	• Principals	• August 2011

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

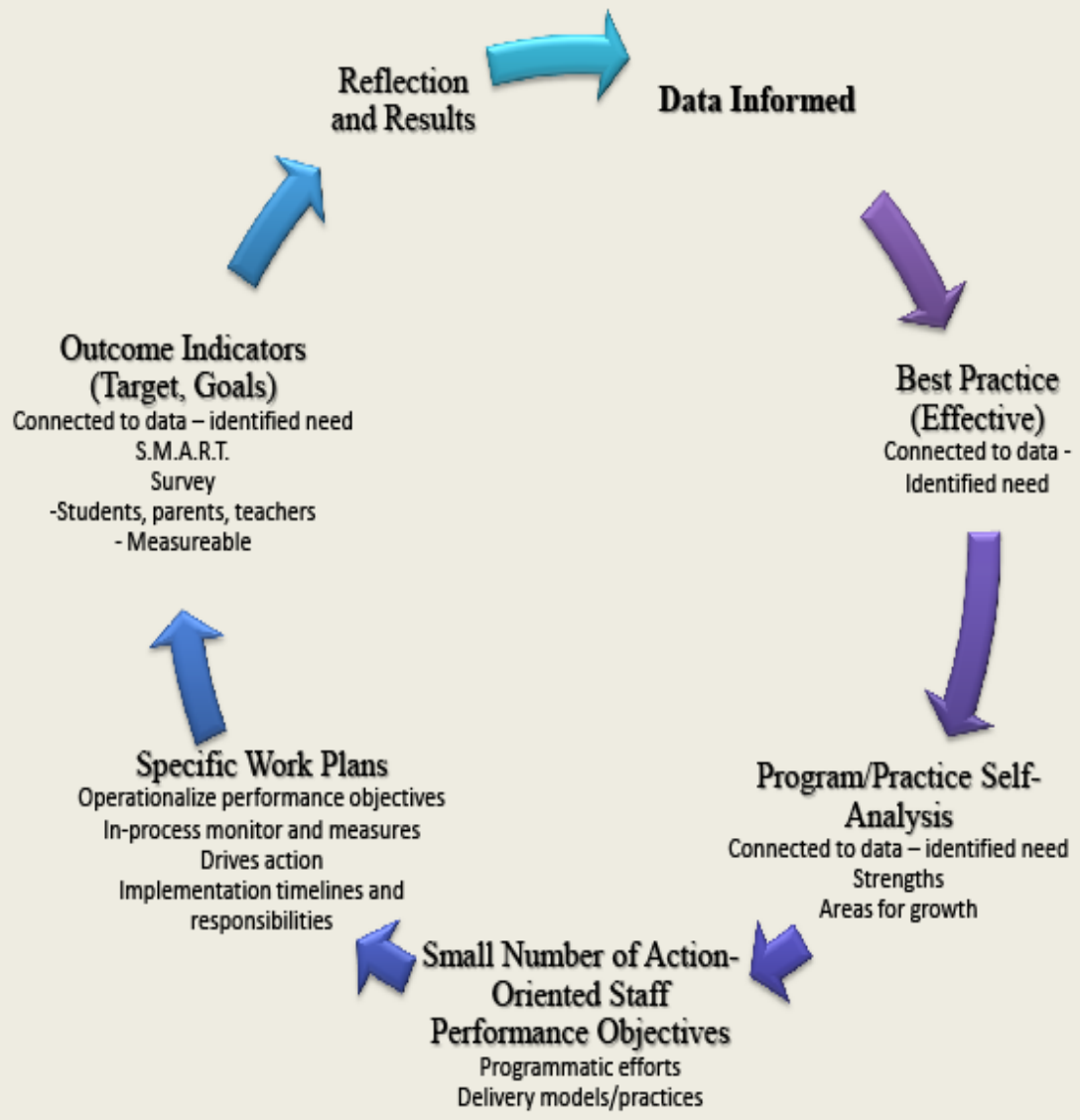


Our Mission is to Serve Every Student with Excellence as the Standard!

APPENDIX



Continuous Improvement Cycle



IPPAS Appendix: 1

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



BPS Instructional Performance Appraisal System Dimensions



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

IPPAS Appendix: 2



CLASSROOM PLANNING & INSTRUCTION

Instructional Design & Lesson Planning

- Sets instructional outcomes & aligns instruction with standards
- Uses prior knowledge & diagnostics student data to build coherent lessons
- Design ways to monitor learning with appropriate resources & formative assessments
- Requires students to understand & demonstrate skills & competencies

Learning Environment

- Creates & maintains safe & organized environment
- Promotes a flexible, inclusive, collaborative, student-centered environment
- Allocates & manages time, space, resources
- Manages student conduct
- Conveys high expectations, respects cultural backgrounds & accommodations diverse needs of students
- Models & teaches clear communication
- Maintains a climate of inquiry
- Integrates appropriate technologies

Instruction Delivery & Facilitation

- Uses knowledge of content to enrich student understanding, identifies gaps in student learning, modifies instruction to respond to misconceptions
- Employs higher order questions
- Applies varied instructional strategies & resources
- Delivers engaging, challenging & relevant lessons
- Differentiated instruction
- Provide immediate & specific targeted feedback to students

Assessment

- Analyzes & applies data from multiple measures to diagnose students learning needs, inform instruction & monitor progress
- Designs & uses formative & summative assessments that lead to mastery
- Modifies teacher made assessments to accommodate diversity
- Communicates assessments data to students & parents

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IPPAS Appendix: 3



PROFESSIONAL RESPONSIBILITIES & INTERPERSONAL RELATIONSHIPS

Professional Responsibilities & Ethical Conduct

- Demonstrates punctuality, attendance & timely completion or records & reports
- Performs assigned duties & complies with policies, procedures, programs & code of ethics
- Demonstrates professionalism

Relationships with Students

- Displays knowledge and understanding of how students learn and applies knowledge to building positive relationships with students
- Teacher brings student interest into content
- Teacher interactions with students reflect respect and caring for the individual as well as groups of students

Relationships with Parents and Community

- Establishes early contact with parents
- Establishes a relationship of mutual trust and respect with parents
- Maintains a family-friendly learning environment
- Maintains two-way communication with parents
- Responsive to parent needs
- Promotes parent understanding of academic standards and expectations
- Reports to parents about student performance and progress
- Provides opportunities to assist student learning at home
- Provides information about school and community resources to parents
- Provides meaningful connections with learning and the community

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IPPAS Appendix: 4





Dimension 1: Instructional Design and Lesson Planning

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Sets instructional outcomes and aligns instruction with state-adopted standards	<ul style="list-style-type: none"> Instructional goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students. Plans routinely to provide for instruction to meet the needs of students with varied levels. 	<ul style="list-style-type: none"> Lesson plans are aligned to the district adopted curriculum maps and district/state assessments. 	<ul style="list-style-type: none"> Lesson plans are not consistently aligned to the district adopted curriculum maps and district/state assessments. 	<ul style="list-style-type: none"> Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments.
Designs instruction using student prior knowledge and diagnostic student data to build coherent lessons	<ul style="list-style-type: none"> Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students. Uses these data to accurately refine and modify instruction for whole group, small groups and for specific individuals. 	<ul style="list-style-type: none"> Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions. Examines data at the item level to find strengths and challenges for disaggregated groups of students to appropriately plan for instruction for whole and small groups. 	<ul style="list-style-type: none"> Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data. Inferences about the data may not be complete. Examines data at the group level and uses these data when planning instruction. 	<ul style="list-style-type: none"> Relies on someone else to access student achievement data. When data is accessed, it may not be used to make decisions. Does not consider data to make changes in instruction.
Designs ways to monitor learning, designs use of appropriate instructional resources, and designs formative assessments	<ul style="list-style-type: none"> High quality classroom formative and summative assessments are designed that accurately measure student learning of the lesson or unit objectives. 	<ul style="list-style-type: none"> Lesson or unit is planned in detail around clearly defined lesson objectives. Progression and pacing of the planned learning time (<i>instructional strategies, student activities, use of resources, assessment tasks</i>) are constant, with reasonable time allocations. 	<ul style="list-style-type: none"> Lesson plans or units are based on activities or resources rather than focused on objectives. Progression and pacing of learning activities are sporadic, thus, time allocations are not always reasonable. Lesson plans show little evidence of formative assessment. 	<ul style="list-style-type: none"> There is little evidence of monitored learning or use of appropriate instructional resources. No evidence of planning and design of formative assessment or progress monitoring.
Requires students to understand and demonstrate skills and competencies	<ul style="list-style-type: none"> Assessment tasks are embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do. 	<ul style="list-style-type: none"> Demonstration of skills and competencies is developed in advance of instruction and is aligned with the lesson objective. Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson. 	<ul style="list-style-type: none"> Although students are aware of the posted lesson objective, they rely on teacher direction to focus them on what they are expected to know and be able to do. The demonstration of skills and competencies is minimally developed and/or may be loosely connected to the lesson objective. 	<ul style="list-style-type: none"> Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.

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Dimension 2: Learning Environment

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Creates and maintains a safe and organized learning environment	<ul style="list-style-type: none"> Implements and routinely reinforces, and students assume responsibility for school behavioral rules and regulations and established procedures to ensure student safety needs are consistently met. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. 	<ul style="list-style-type: none"> Implements and routinely reinforces school behavioral rules and regulations and established procedures to ensure student safety needs are consistently met. Implements classroom routines. 	<ul style="list-style-type: none"> Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Lacks an appropriate level of attention to the supervision of students inside and outside the classroom. 	<ul style="list-style-type: none"> Allows for conflict in the classroom environment. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.
Promotes a flexible, inclusive, collaborative, and student-centered learning environment	<ul style="list-style-type: none"> Fosters and creates, through collaboration among students, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every student. Teachers create an environment where students assume responsibility and hold themselves accountable for their learning. Instructional time is protected by students' adherence to classroom procedures. 	<ul style="list-style-type: none"> Fosters a stimulating and inclusive learning environment. Teachers assume responsibility for student learning. Classroom procedures have been established and are followed by students. 	<ul style="list-style-type: none"> Allows for too many students to "fall through the cracks". Does not individualize student attainment of standards. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work. 	<ul style="list-style-type: none"> Fails to use procedures for independent and/or cooperative group- work. Engages in learning solely on textbook or curriculum sequence with little or no individualized instruction for students to meet specific learning needs.
Allocates and manages time, space, resources	<ul style="list-style-type: none"> Arranges physical resources proactively to assure accessibility to all students, taking into account individual needs of students. Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning. 	<ul style="list-style-type: none"> Use of physical resources and space (furniture, technology, and learning stations) contributes to all students' ability to access learning. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning. 	<ul style="list-style-type: none"> Use of physical resources and space limits student engagement and does not promote learning activities' accessibility to all students resulting in loss of learning time for some students. Failure to utilize and maintain facilities/equipment results in loss of learning opportunities. 	<ul style="list-style-type: none"> Poor use of physical resources and space is evident and/or learning is not accessible to some students resulting in considerable "down-time." Teaching/ learning time wasted.

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Dimension 2: Learning Environment

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Manages student conduct	<ul style="list-style-type: none"> Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. Monitoring by the teacher of events in the classroom is subtle and proactive. Students monitor their own and their peers' behavior, correcting one another respectfully. The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn. 	<ul style="list-style-type: none"> Standards for student conduct are evident, clear, and the physical environment supports a nurturing learning environment. Teacher is alert to student behavior at all times and manages student conduct. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. 	<ul style="list-style-type: none"> Most students seem to understand rules of conduct. Teacher is generally aware but misses the activities of some students. Rules and consequences for inappropriate behavior are inconsistently applied. Management techniques do not consistently assist students in developing individual responsibility for learning and behavior. 	<ul style="list-style-type: none"> Classroom rules and consequences have not been established, communicated and/or enforced. Teacher is unaware of what students are doing. Teacher spends too much time dealing with student behavior and disciplinary consequences. Response to student behavior is inconsistent or negative and counterproductive.
Conveys high expectations, respects students' cultural backgrounds and accommodates diverse needs of students	<ul style="list-style-type: none"> Establishes a culture of excellence that stretches achievement for all students. Student to student interactions are highly respectful and are supportive of one another's individuality and developmental levels. Every student receives verbal and nonverbal indications that he/she is valued and respected. 	<ul style="list-style-type: none"> Encourages a culture in the classroom that challenges all students to continuously improve. Teacher seeks to create an environment where student interactions are respectful. Students receive verbal and nonverbal indications that he/she is valued and respected. 	<ul style="list-style-type: none"> Supports student improvement efforts suitable for most students. Teacher reinforces student to student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students. 	<ul style="list-style-type: none"> Reinforces low level learning expectations. Teacher allows displays of insensitivity to cultural or developmental differences among students.
Models and teaches clear, acceptable communication skills	<ul style="list-style-type: none"> Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. Teacher's spoken and written language conforms to standard English and contains well chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend student vocabulary. Teacher/student interactions serve as a model of respectful rapport. 	<ul style="list-style-type: none"> Directions, procedures, and feedback are clear to students. Teacher's spoken and written language conforms to standard English. Teacher/student interactions serve as a model of respectful rapport. 	<ul style="list-style-type: none"> Directions, procedures, and feedback are clarified to students after initial student confusion. Teacher's spoken language is audible and when written, is legible. Teacher/student interactions are cordial, but may not transfer to positive student/teacher relations. 	<ul style="list-style-type: none"> Directions, procedures, and feedback are confusing to students. Teacher's spoken language is inaudible to some students. Writing is illegible or contains errors in grammar or syntax. Teacher/student interactions reflect a lack of rapport.

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Dimension 2: Learning Environment

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Maintains a climate of inquiry	<ul style="list-style-type: none"> Facilitates a collaborative classroom culture that promotes student leadership in learning and in applying a variety of problem solving, inquiry-based strategies. Engages students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions. Problem solving culminates in student generated real-world applications. 	<ul style="list-style-type: none"> Engages students in problem solving inquiry-based activities through the use of high level questioning. Student participation and responses indicate individual understanding of content and/or concepts. 	<ul style="list-style-type: none"> Includes some problem solving and inquiry-based activities. Some students are not involved or adequately prepared, do not understand or are not engaged in the processes. A limited number of effective inquiry-based strategies are used. 	<ul style="list-style-type: none"> Instruction does not regularly include problem solving or inquiry-based activities.
Integrates appropriate technologies	<ul style="list-style-type: none"> Creates a rich learning environment in which students regularly engage in activities that would have been difficult to achieve without technology. Students are actively engaged in using available technology as a tool rather than passively receiving information from the technology. Students engage in ongoing meta-cognitive activities and collaborate with peers and/or experts on educational projects. 	<ul style="list-style-type: none"> Uses technology to construct teaching materials and learning activities. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology. Teaches students to use available computers and other forms of technology to create products. 	<ul style="list-style-type: none"> Demonstrates awareness of and models acceptable use of technology; collaborates with other educational professionals, parents and students, as appropriate. Teacher uses technology to deliver curriculum content to students. Students use technology passively for drill and practice and computer-based training. 	<ul style="list-style-type: none"> Technology to promote organizational efficiency and support instruction is not evident.

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Dimension 3: Instructional Delivery & Facilitation

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions	<ul style="list-style-type: none"> • Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline. • All students are engaged in learning experiences, discussions, questioning, and demonstrations of learning. • Uses a variety of checks for understanding during strategic points in the lesson to identify learning gaps and adjust instruction. • Anticipates problems and uses multiple intervention strategies to assist student understanding and performance. 	<ul style="list-style-type: none"> • Instruction is based on content knowledge that is accurate and current. • Recognizes problems and makes adjustments during the lesson in response to student understanding and performance. • The teacher engages students, models instruction, guides practice and provides feedback, and promotes student demonstration of learning. 	<ul style="list-style-type: none"> • Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. • Teacher does not check for understanding or recognize gaps in learning during the lesson. • Teacher adjusts future lessons based on student response data at the conclusion of the lesson. 	<ul style="list-style-type: none"> • Instruction references inaccurate, outdated content knowledge. • Makes ineffective use of instructional materials. • Teacher does not use checks for understanding during the lesson. • No adjustments are made to the lesson sequence or pacing when students are confused.
Employs higher order questions	<ul style="list-style-type: none"> • Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers. • Much of the questioning involves analysis and synthesis. • Students contribute to the discussion by commenting on or adding to answers given by their classmates. • Ideally teachers can take a back seat and discussions can be student-led. 	<ul style="list-style-type: none"> • Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words. • Teacher encourages all students to participate. 	<ul style="list-style-type: none"> • Few teacher questioning strategies invite quality responses. • Teacher is quick to provide the correct answers and students are not given the opportunity to think things through. • Only a few students respond. 	<ul style="list-style-type: none"> • Questioning is knowledge level and is solely teacher-driven. • Students appear apathetic and the teacher provides the answers without any effort on their part.
Applies varied instructional strategies and resources	<ul style="list-style-type: none"> • Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all students and support instructional outcomes. • Teacher stays abreast of current research through professional organizations, universities, local resources, and through the use of technology. • Teacher incorporates innovative ideas and materials. 	<ul style="list-style-type: none"> • Shows awareness of resources for students available through the school and district and some familiarity with resources external to the school. • Teacher uses multiple instructional strategies to maintain focus, engage students and support instructional outcomes for all students. 	<ul style="list-style-type: none"> • Makes use of a limited number of instructional strategies to support student understanding. • Teacher is aware of and uses resources available through the school and district but does not use resources available more broadly. 	<ul style="list-style-type: none"> • Develops lessons that lack instructional focus and do not engage students and support instructional outcomes. • Teacher does not use resources available through the school and district to enhance content. • Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes.

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Dimension 3: Instructional Delivery & Facilitation

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Delivers engaging, challenging and relevant lessons	<ul style="list-style-type: none"> Lessons (<i>and units</i>) are designed to maximize productive time. High levels of rigor and relevance challenge students to be intellectually engaged throughout. Teacher clearly demonstrates and articulates how content relates and applies to instructional activities, life, work and community. Students can explain how the lesson relates to other disciplines and to themselves. 	<ul style="list-style-type: none"> Lessons (<i>and units</i>) are designed to provide students with rigorous curriculum that is intellectually engaging. Lessons often demonstrate the subject's importance and relation to life situations, and students can state how the subject being studied is relevant to their own learning. 	<ul style="list-style-type: none"> Lessons (<i>and units</i>) spend the majority of the class time on knowledge level tasks that may require only some intellectual engagement. Lessons do not consistently demonstrate an understanding of the subject's relationship to life situations. Whether or not they find it interesting, the students follow the teacher's directions and do what is asked of them. 	<ul style="list-style-type: none"> Lessons (<i>and units</i>) are too easy for the majority of students and class time is spent on busy work with low intellectual engagement. Lessons do not help the students make the connection between the instructional goals and what they are learning. Presentation of the lesson is not interesting and the students fail to apply the lesson to themselves.
Differentiates instruction	<ul style="list-style-type: none"> Differentiates instruction efficiently and appropriately by content, process and product to address the unique learning differences of students. Both daily instruction and unit design clearly address the wide range of learning styles and abilities present in the classroom. Teacher provides opportunities for student choice in demonstrating mastery of learning goals. 	<ul style="list-style-type: none"> Provides evidence of incorporating various differentiated instructional strategies (<i>e.g. ability grouping or compacting of lessons</i>) to meet the needs of students with varying learning styles and abilities. 	<ul style="list-style-type: none"> Provides little evidence of incorporating various differentiated instruction. Recognizes the need for differentiation but requires support to differentiate instruction for students with varying learning styles and abilities. 	<ul style="list-style-type: none"> Does not differentiate instruction to address the needs of students with varying learning styles and abilities.
Provides immediate and specific feedback to students	<ul style="list-style-type: none"> Provides timely, deliberate, and consistent feedback during guided practice, discussion and major activities. Students use feedback in their learning to improve their performance. 	<ul style="list-style-type: none"> Provides timely and consistent feedback. Students are clear on what areas need improvement for the next assigned task. 	<ul style="list-style-type: none"> Provides feedback at the end of the unit. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance. 	<ul style="list-style-type: none"> Provides inadequate or no feedback: feedback provided is not provided in a timely manner.

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Dimension 4: Assessment

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
<p>Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.</p>	<ul style="list-style-type: none"> • Consciously plans and uses pre-assessments, formative and summative assessments in a continuous improvement cycle based on student achievement. • All assessment criteria and standards are clear to students and contribute to their learning. • Students and the teacher analyze data results from multiple assessments to make decisions about their progress and develop appropriate interventions relative to their needs. • Progress monitoring data is regularly used to provide specific feedback to individual students and analyze teaching results. • Students make changes in their learning paths based on the analysis of assessment data. 	<ul style="list-style-type: none"> • Uses pre-assessment, formative assessment, and summative assessment data strategically to set and adjust learning goals based on student needs. • All assessment criteria and standards are clear. • Gathers data during instruction and uses data to inform instruction. • Analyzes multiple assessment data regularly and adjusts instruction based on analysis. • Assessment methodologies may be differentiated for groups of students. 	<ul style="list-style-type: none"> • Regularly uses summative assessment data to determine that students have achieved instructional outcomes. • Assessment criteria and standards have been developed, but may not be clear. • Use of formative assessment data is rudimentary, assessing some instructional outcomes. • Little intervention or differentiation is evident. 	<ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes. • No criteria or standards for assessment are evident. • Teacher does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals. • Assessment measures are not used to diagnose student learning or to develop interventions to improve instruction.
<p>Designs and uses formative and summative assessments that lead to mastery</p>	<ul style="list-style-type: none"> • Formative and summative assessments are developed as a part of unit design prior to instruction. • Performance results are used to build a shared understanding with students of what they should know and be able to do as a result of instruction. • Formative assessment tasks are embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do. • The teacher evaluates the results from the formative assessment tasks and uses that information to re-teach or improve future lessons. 	<ul style="list-style-type: none"> • Some formative assessments are used to measure achievement in both content and higher-level thinking. • Summative assessments are given at the end of lessons or units and provide varied options for students to demonstrate what they know and are able to do. • Results of the assessments are the basis for instructional planning and used to evaluate overall student progress toward meeting the standards. 	<ul style="list-style-type: none"> • Formative and summative assessments are developed but may not measure beyond understanding of content or may not use the tools to help students understand individual achievement. • Assessments after instruction are not used for instructional planning but evaluate student progress toward meeting standards. • Some summative assessment content material is considered prior to instructional lesson and unit design. 	<ul style="list-style-type: none"> • No formative assessment is given. • A single type of classroom assessment is used that may or may not be aligned with the curriculum and is used only to justify student grades. • Lessons and units are designed prior to assessments being administered.

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Dimension 4: Assessment

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Modifies teacher made assessments to accommodate diversity	<ul style="list-style-type: none"> Efficiently and appropriately differentiates assessments by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities. Students are aware of their learning styles and given choices to demonstrate their learning. 	<ul style="list-style-type: none"> Appropriately differentiates assessments to address the unique learning differences of students that have a wide range of learning styles and abilities. Provides a variety of assessments to meet the needs of students. Students may have choices in their assessments. 	<ul style="list-style-type: none"> Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities. 	<ul style="list-style-type: none"> Assessments are "one size fits all."
Communicates assessment data to students and parents	<ul style="list-style-type: none"> Assessment criteria, due dates, and grading methodology are clearly communicated in Edline in such a way that promotes student learning. Teacher is proactive in creating and maintaining frequent and effective two-way communication with students and parents. Grades and progress reports are completed and updated regularly to allow students to monitor their own proficiency. 	<ul style="list-style-type: none"> Grades and progress reports are completed and updated regularly in Edline to allow students to check their own progress. Teacher has designed a system for documenting and reporting student learning. This is shared with students and parents in advance. Teachers lead conferences with parents and students to share assessment data with parents. 	<ul style="list-style-type: none"> Grading and reporting of student learning is completed at the end of the unit. Teacher does not consistently communicate progress with students and parents in a timely fashion. Grades and progress reports are completed per the school schedule. 	<ul style="list-style-type: none"> Grading is inconsistent and may be subjective. Students and parents do not know what the cumulative grade will be until the official report comes out. Grades and progress reports are not completed per the school schedule.

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Dimension 5: Professional Responsibilities & Ethical Conduct

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Demonstrates punctuality, attendance, and timely completion of records and reports	<ul style="list-style-type: none"> Complies fully with all school rules, policies and procedures regarding punctuality and attendance. Has developed a system for maintaining information on students, lesson plans, reports and other data which is efficient, current and useful. 	<ul style="list-style-type: none"> Complies with school rules, policies and procedures. The system for maintaining information on students, lesson plans, reports and other data is effective. 	<ul style="list-style-type: none"> Inconsistently complies with school rules, policies and procedures. The system for maintaining student information, lesson plans, reports and other data is rudimentary and only partially effective. 	<ul style="list-style-type: none"> Does not comply with school rules, policies and procedures. There is no system of record keeping, lesson plans, records or other data or the system is in disarray.
Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics	<ul style="list-style-type: none"> Fully understands, abides by and supports the legal and professional responsibilities pertaining to education. The teacher complies with district and school policies, rules, procedures and the Code of Ethics. The teacher acts proactively in fostering compliance amongst colleagues with standards of excellence and demonstrates leadership in exhibiting a high ethical standard of decorum throughout the school setting. 	<ul style="list-style-type: none"> Understands and abides by the legal and professional responsibilities pertaining to education. The teacher complies fully with district and school policies, rules, procedures and the Code of Ethics. The teacher models professional and ethical standards of decorum throughout the school setting. 	<ul style="list-style-type: none"> Demonstrates a limited understanding through inconsistent behaviors. Inconsistently complies with district and school policies, rules, procedures and/or the Code of Ethics. The teacher exhibits minimal deference to professional and ethical standards of decorum throughout the school setting. 	<ul style="list-style-type: none"> Disregards or has no awareness of legal and professional responsibilities pertaining to education. The teacher does not comply with district and school policies, rules, procedures and/or the Code of Ethics. The teacher's behavior is below acceptable ethical standards of decorum throughout the school setting.
Demonstrates professionalism	<ul style="list-style-type: none"> Displays conduct based on the highest professional standards. Acts honestly and with integrity when dealing with students, parents, colleagues and/or the community. The teacher demonstrates a pattern of participation in district and school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. 	<ul style="list-style-type: none"> Deals with students, parents and/or colleagues with honesty and integrity. The teacher participates in and implements school and district initiatives. The teacher clearly implements the evidence. 	<ul style="list-style-type: none"> Uses poor judgment when dealing with students, parents and/or colleagues. The teacher implements most decisions made at the school and district levels. 	<ul style="list-style-type: none"> Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. The teacher does not implement decisions made at school or district levels.





Dimension 5: Professional Responsibilities & Ethical Conduct

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Initiates professional communication with appropriate stakeholders	<ul style="list-style-type: none"> Promotes a two way partnership between school and home. Maintains regular communication between classroom and student's family regarding the instructional program and their child's progress. Efforts to connect families and communities to the instructional program are frequent and successful. These may include, but are not limited to, newsletters, family nights, websites, electronic communication, and phone calls. Students and their families understand what they are expected to know and be able to do. 	<ul style="list-style-type: none"> Provides regular information about the instructional program. Is available as needed to respond to parental concerns. Efforts to connect families, school, and communities are successful. 	<ul style="list-style-type: none"> Participates in school's activities for parent communication but offers limited information regarding the instructional program. Parents' concerns are only partially addressed with little or no follow up. Makes minimal attempts to connect families and communities to the instructional program. 	<ul style="list-style-type: none"> Provides little or no information about the instructional program. Does not respond or responds inappropriately to parental concerns. Makes no attempt to connect families and communities to the instructional program.
Applies technology to organize and communicate assessment information	<ul style="list-style-type: none"> Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders. Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools. 	<ul style="list-style-type: none"> Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 	<ul style="list-style-type: none"> Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 	<ul style="list-style-type: none"> Does not use technology to communicate student learning and assessment information to appropriate stakeholders.

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Dimension 6: Relationship with Students

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Demonstrates Knowledge of Students	<ul style="list-style-type: none"> Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge by using interest surveys, invitational relationship-building activities, and equitable procedures. Teacher displays understanding of individual students' skill, knowledge, and language proficiency and has a strategy for maintaining such information. Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. Teacher displays extensive understanding of how students learn and applies this knowledge to develop a positive relationship with individual students. 	<ul style="list-style-type: none"> Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. Teacher is aware of students' special learning and medical needs. Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge in a positive relationship to the class as a whole and to groups of students. 	<ul style="list-style-type: none"> Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only to the class as a whole. Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. Students appear to lack a positive relationship with the teacher. 	<ul style="list-style-type: none"> Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important to a positive relationship. Teacher does not seek information about how students learn and appears to lack positive relationships with them.
Builds Relationships Through Instructional Interactions	<ul style="list-style-type: none"> Teacher allows and encourages all students to be part of class discussions and interactions. Teacher brings student interests into the content. 	<ul style="list-style-type: none"> Teacher allows and encourages most students to be part of class discussions and interactions. Teacher brings some student interests into the content. 	<ul style="list-style-type: none"> Teacher allows some students to be involved in class discussions and interactions. There is little evidence of the teacher's bringing student interests into the content. Teacher does not differentiate content, process, and/or assessment. Teacher provides little or no feedback on the students' work. Teacher does not provide feedback to individual students. Teacher does not convey high expectations to the class. 	<ul style="list-style-type: none"> Teacher does not engage students in class discussions and interactions. Awareness of student interests is not evident in content delivery.

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Dimension 6: Relationship with Students

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Creates a Positive Environment of Respect and Rapport	<ul style="list-style-type: none"> Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. 	<ul style="list-style-type: none"> Teacher interactions with students reflect the same amount of respect given to and expected from every student. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. 	<ul style="list-style-type: none"> Teacher –student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students are disrespectful to one another. 	<ul style="list-style-type: none"> Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.



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Dimension 7: Relationship with Parents and Community: Building Relationships with Parents

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Establish contact with parents early in the school year	<ul style="list-style-type: none"> Use of multiple methods to reach out and welcome all parents within the first two weeks of the school year and elicits feedback from parents about their child. 	<ul style="list-style-type: none"> Welcome parents with a personal contact early in the school year (<i>phone calls, welcome letter, home visits</i>). 	<ul style="list-style-type: none"> Attempts to contact parents early in the school year, but may not have a consistent plan and/or needs guidance to do so effectively. 	<ul style="list-style-type: none"> Makes no effort to contact parents early in the school year.
Establish a relationship of mutual trust and respect with parents	<ul style="list-style-type: none"> Consistently considers family background and cultural diversity when working with parents. Demonstrates sensitivity, respect, and understanding of families to build positive relationships with all families. 	<ul style="list-style-type: none"> Demonstrates awareness of family background and cultural diversity. Demonstrates sensitivity, respect, and understanding of families to build a positive relationship. 	<ul style="list-style-type: none"> Lacks awareness of cultural diversity of families. Needs guidance to learn effective strategies for building positive relationships with parents. Does not establish a relationship of trust and mutual respect with parents. 	<ul style="list-style-type: none"> Does not maintain a family friendly learning environment. Does not consistently reach out to invite parents to collaborate and participate in learning in innovative ways.
Maintain a family friendly learning environment	<ul style="list-style-type: none"> Consistently reaches out to invite parents to collaborate and participate in learning in innovative ways. 	<ul style="list-style-type: none"> Maintains a family friendly environment that encourages engagement (<i>Inviting climate, opportunities to volunteer in the classroom, and encourage collaboration with parents</i>). 	<ul style="list-style-type: none"> Attempts to maintain a family friendly environment that encourages engagement, but needs guidance to do so effectively. 	<ul style="list-style-type: none"> Does not maintain a family friendly environment that encourages engagement.
Maintains two-way communication with parents	<ul style="list-style-type: none"> Multiple methods of two-way communication are used regularly to maintain communication with all parents (<i>See examples in proficient</i>). Consistently implements strategies to maximize participation of all parents in parent teacher conferences (<i>See examples in proficient</i>). Student-led conferences are evident when appropriate. 	<ul style="list-style-type: none"> Two-way communication is used to keep parents informed (<i>agendas, Edline, email, phone calls</i>). Implements strategies to maximize participation in parent-teacher conferences (<i>offering multiple locations, convenient times, opportunities for student-led conferences, follow up with parents who do not initially reply</i>). 	<ul style="list-style-type: none"> Inconsistent in communication with parents. May need strategies to implement two-way communication. Minimal effort to encourage parent participation in parent-teacher conferences. Does not implement multiple efforts to reach parents and may only conferences with parents when there is a problem. 	<ul style="list-style-type: none"> Does not maintain communication with parents. Makes no effort to encourage parent participation in parent-teacher conferences.
Responsive to parent needs	<ul style="list-style-type: none"> Consistently accessible to parents, actively listens to concerns, immediately addresses issues, elicits feedback regularly, and engages in open dialogue. 	<ul style="list-style-type: none"> Accessible to parents, listens to concerns, addresses issues in a timely manner and engages in open dialogue. 	<ul style="list-style-type: none"> Limited accessibility to parents and does not consistently respond to parents in a timely manner. 	<ul style="list-style-type: none"> Not accessible to parents. Not responsive to parent concerns.

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Dimension 7: Relationship with Parents and Community: Engaging Parents in Learning

Elements	Distinguished (3 pts)	Proficient (2 pts)	Professional Support Needed (1 pt)	Unsatisfactory (0 pts)
Promotes parent understanding of academic standards and expectations	<ul style="list-style-type: none"> Provides all parents with information, specific to their child, about standards and expectations in a format that parents can understand. 	<ul style="list-style-type: none"> Provides parents with information about academic standards and expectations in a format that parents can understand (<i>Open House, handouts, post on website, parent conferences</i>). 	<ul style="list-style-type: none"> Limited information provided to parents about academic standards and expectations. May need assistance in providing it in a format that parents can understand. 	<ul style="list-style-type: none"> Does not provide parents with information about academic standards and expectations.
Reports to parents about student performance and academic progress	<ul style="list-style-type: none"> Consistently interprets and explains individual students' academic progress (<i>assessment results, accomplishments, and needs for improvement</i>) in a manner that provides parents with an ongoing picture of children's performance. 	<ul style="list-style-type: none"> Interprets and explains students' academic progress (<i>assessment results, accomplishments, and needs for improvement</i>) in a manner that provides parents with an accurate picture of children's performance. 	<ul style="list-style-type: none"> Limited information shared with parents on student progress. Does not provide an accurate picture of children's performance in a timely manner. 	<ul style="list-style-type: none"> Does not provide parents with information about students' performance and academic progress.
Provides opportunities to assist with student learning at home	<ul style="list-style-type: none"> Consistently provides all parents will multiple strategies and opportunities to assist with student learning (See examples for proficient). Offers individualized support. 	<ul style="list-style-type: none"> Provides strategies and opportunities for parents to assist with student learning at home (parent workshops, meetings, suggestions for home activities, access to resources). 	<ul style="list-style-type: none"> Provides limited strategies and opportunities for parents to assist with student learning. 	<ul style="list-style-type: none"> Does not provide or promote opportunities for parents to assist with student learning at home.
Provides information about school and community resources to parents	<ul style="list-style-type: none"> Consistently provides school and community event information in newsletters, email, or Edline about available resources. Consistently provides information to parents about community events and resources. 	<ul style="list-style-type: none"> Provides school and community event information in newsletters, email, or Edline about available resources. Provides timely information to parents about community events and resources. 	<ul style="list-style-type: none"> Limited information is provided to parents in newsletters, email, or Edline about available resources. Limited information is provided to parents about community events and resources. 	<ul style="list-style-type: none"> Does not provide information to parents in newsletters, email, or Edline about available resources. Does not provide information to parents about community events and resources.
Provides meaningful connections with learning and community	<ul style="list-style-type: none"> Consistently integrates everyday activities to real-life situations. Consistently integrates community service opportunities with enhanced learning. 	<ul style="list-style-type: none"> Integrates everyday activities to real-life situations. Integrates community service opportunities with learning. 	<ul style="list-style-type: none"> Limited integration of everyday activities to real-life situations. Limited integration of community service opportunities with learning. 	<ul style="list-style-type: none"> Does not integrate everyday activities to real-life situations. Does not integrate community service opportunities with learning.

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Individual Professional Growth Plan (PGP) Development

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

Elements	Distinguished (4 pts)	Proficient (3 pts)	Professional Support Needed (2 pts)	Unsatisfactory (0 pts)
Development of Professional Growth Plan Goal	<p>Uses a researched, data-informed rationale to develop and analyze goals.</p> <ul style="list-style-type: none"> ● Seeks out and accurately draws inferences from multiple data sources including the future learning management system. ● Uses both quantitative and qualitative student performance data. ● Teacher articulates research based rationale for his/her goal including best practice guidance from within and beyond the school. ● Shows evidence of means to inform and involve students in data analysis and instructional delivery improvement efforts. ● Analyzes student assessment data to develop goal/goals that are linked to classroom practice and the school improvement plan. ● Has supported evidence to show teacher reviewed his/her professional skills and can show how the objectives connect to both strengthened instructional practice and improved student achievement outcome. ● Goal is clearly identified “stretch” for teacher based on current classroom practice. 	<p>Uses a researched, data-informed rationale to develop his/her goal.</p> <ul style="list-style-type: none"> ● Makes accurate use of data. ● Uses quantitative or qualitative student performance data. ● Teacher articulates research based rationale for his/her goal including best practice guidance from within the school. ● Shows evidence of means to inform and involve students in data analysis or instructional delivery improvement efforts. ● Analyzes student assessment data to develop goal/goals that are linked to classroom practice and the school improvement plan. ● Has supported evidence to show teacher reviewed his/her professional skills and can show how the objectives connect to both strengthened professional practice and improved student achievement outcome. ● Goal is somewhat of a “stretch” based on current classroom practice. 	<ul style="list-style-type: none"> ● Uses student achievement data as required to design individual goals. ● May have evidence of use of only quantitative student performance data. ● Links to school improvement plan is limited. ● Little evidence of reflection of current practice. ● Goal is not a “stretch” goal based on current classroom practice. 	<ul style="list-style-type: none"> ● Has difficulty providing evidence of using student achievement data to design goal. ● No evidence of link to school improvement plan. ● No evidence of reflection of current practice. ● Sets low performance goal.





Individual Professional Growth Plan (PGP) Development

Elements	Distinguished (4 pts)	Proficient (3 pts)	Professional Support Needed (2 pts)	Unsatisfactory (0 pts)
Work Plan Strategies	<p>There are defined qualitative and quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</p> <ul style="list-style-type: none"> There is evidence of defined learning strategies and professional development to influence changes in the teacher's instructional practices. Strategies are action oriented and sustainable. There is a clear, direct connection to the professional growth goal. Timelines are defined and realistic. The strategies clearly define elements of new or improved professional practice that aligns with B.E.S.T. New practice is followed by feedback and/or reflection. Feedback is planned from both peers and administration. 	<p>There are defined qualitative or quantitative in-process measuring elements related to refined instructional practice and enhanced student mastery.</p> <ul style="list-style-type: none"> There is evidence of defined learning strategies and professional development to influence changes in the teacher's instructional practices. Strategies are action oriented and sustainable. Connection to the professional growth goal is evident, but weak. Timelines are somewhat defined and/or not realistic. The strategies address elements of new or improved professional practice that aligns with B.E.S.T. Strategies for feedback and/or reflection of new practices are not clearly defined, or lack multiple feedback opportunities for formative assessment of new practice. 	<p>There are qualitative or quantitative in-process monitoring elements that are weakly related to improved instructional practice and improved student mastery.</p> <ul style="list-style-type: none"> Limited evidence of defined learning strategies and/or professional development to influence changes in the teacher's instructional practices. Strategies may be action oriented, but lack sustainability. Connection to the professional growth goal is weak. Timelines are not clearly defined and/or realistic. Strategies for feedback and/or reflection or new practices are limited. 	<ul style="list-style-type: none"> No evidence of defined learning strategies and/or professional development to influence changes in the teacher's instructional practices. Strategies are not action oriented and/or lack sustainability. No connection to the professional growth goal. Timelines are poorly defined and/or unrealistic. In process measuring elements are poorly defined with limited or no linkage to refined instructional practices or improved student mastery. No strategies for feedback and/or reflection of new practices.
		Distinguished (2 pts)	Proficient (1 pt)	Professional Support Needed (0 pts)
Outcome Measures and Reflections Connected to data; identified need; Strategic and Specific, Measurable, Attainable, Results-oriented and time bound (SMART)	<ul style="list-style-type: none"> The PGP includes target goals that are explicitly connected to quantitative and qualitative data from above ("Data Informed") and are directly based on changes in professional practice. Specific student outcomes and defined, improved practice are clearly identified. 	<ul style="list-style-type: none"> The PGP target goals are connected to quantitative and/or qualitative measurable data and can be explained by changes in professional practice. Student outcomes and improved practice are identified. 	<ul style="list-style-type: none"> The PGP target goals are loosely connected to quantitative and/or qualitative data; changes in student performance cannot be explained by changes in professional practice. 	<p>This cell left intentionally blank</p>

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Individual Professional Growth Plan (PGP) *Implementation*

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

Elements	Distinguished (4 pts)	Proficient (3 pts)	Professional Support Needed (2 pts)	Unsatisfactory (0 pts)
Working the Plan: Implements the PGP with fidelity and professional practice	<ul style="list-style-type: none"> Fidelity is consistently evident both in the teacher's participation in the identified professional development and in the implementation of professional practice strategies. New practice is sustained throughout lessons and is consistently linked to earlier, formative attempts or feedback. Timeline(s) is/are followed and/or adjusted with appropriate rationale. 	<ul style="list-style-type: none"> Teacher consistently participates in professional development. While new instructional strategies are implemented, they are inconsistently integrated into lessons. Timelines are followed and/or adjusted with appropriate rationale. 	<ul style="list-style-type: none"> Teacher is marginally engaged in professional development. New instructional strategies are implemented inconsistently. Timelines are inconsistently followed. Later practice is inconsistently linked to earlier attempts. 	<ul style="list-style-type: none"> Little or no evidence teacher is engaged in professional development and/or implementing newly acquired instructional strategies. Timelines are either not established or not followed. There are disconnects between earlier attempts and later practice.
	Distinguished (2 pts)	Proficient (1 pt)	Professional Support Needed (0 pts)	Unsatisfactory (0 pts)
Working the Plan: Seeks feedback and support and shares successful practice	<ul style="list-style-type: none"> Feedback and support are actively sought and implemented. Successful practice is readily shared and teacher actively seeks opportunities to do so. Teacher has evidence of at least three collegial observations for the PGP implementation. Evidence that instruction has been modified based on feedback from the colleagues. 	<ul style="list-style-type: none"> Seeks feedback and support. Will share successful practice when asked to do so. Teacher has evidence that one to two colleagues have observed the implementation of identified strategies and that the teacher has modified instruction based on the feedback from colleagues. 	This cell left intentionally blank	<ul style="list-style-type: none"> Feedback has not been sought. There is no evidence feedback was utilized to modify instruction. Successful practice is not shared.
	Distinguished (2 pts)	Proficient (1 pt)	Professional Support Needed (0 pts)	Unsatisfactory (0 pts)
In-Process Monitoring	<ul style="list-style-type: none"> Reflection and appropriate modifications to instructional techniques for continuous improvement are clearly evident. Defined in-process measurement elements were consistently utilized. In-process efforts provided varied and ongoing formative data related to student mastery and success. 	<ul style="list-style-type: none"> Reflection is sporadic. Defined in-process measurement elements not consistently utilized. In-process efforts provided ongoing formative data related to student mastery and success. 	This cell left intentionally blank	<ul style="list-style-type: none"> No evidence of reflection. No defined in-process measurement elements. Little or no evidence of on-going formative data related to student mastery and success.
	Distinguished (2 pts)	Proficient (1 pt)	Professional Support Needed (0 pts)	Unsatisfactory (0 pts)

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Collaboration and Mutual Accountability

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

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Classroom Observation Instrument

TEACHER _____ OBSERVER _____

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed

DIMENSION 2: LEARNING ENVIRONMENT

ESSENTIAL QUESTION: What will I do to provide a learning environment that meets students' needs?	OBS	COMMENTS	DATE	TIME
1. Creates and maintains a safe and organized learning environment.				
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.				
3. Allocates and manages time, space, and resources.				
4. Manages student conduct.				
5. Conveys high expectations, respects students' cultural backgrounds and accommodates diverse needs of students.				
6. Models and teaches clear, acceptable communication skills.				
7. Maintains a climate of inquiry.				
8. Integrates appropriate technologies.				

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Classroom Observation Instrument

TEACHER _____ OBSERVER _____

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed

DIMENSION 3: INSTRUCTIONAL DELIVERY AND FACILITATION

ESSENTIAL QUESTION: What will I do to provide effective delivery of instruction to students?	OBS	COMMENTS	DATE	TIME
1. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, and modifies instruction to respond to student misconceptions.				
2. Employs higher order questions.				
3. Applies varied instructional strategies and resources.				
4. Delivers engaging, challenging and relevant lessons.				
5. Differentiates instruction.				
6. Provides immediate and specific feedback to students.				

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Classroom Observation Instrument

TEACHER _____ OBSERVER _____

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed

DIMENSION 4: ASSESSMENT

ESSENTIAL QUESTION: What will I do to assess student learning?	OBS	COMMENTS	DATE	TIME
1. Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.				
2. Designs and uses formative and summative assessments that lead to mastery.				
3. Modifies teacher made assessments to accommodate diversity.				
4. Communicates assessment data to students and parents.				

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Classroom Observation Instrument

TEACHER _____ OBSERVER _____

This instrument is to be used for data collection through observation of classroom teaching. Dimensions that can be observed in the classroom comprise the elements to be observed

DIMENSION 6: RELATIONSHIP WITH STUDENTS

<i>ESSENTIAL QUESTION:</i> How will I build relationships with students?	OBS	COMMENTS	DATE	TIME
1. Demonstrates knowledge of students.				
2. Builds relationships through instructional interactions.				
3. Creates a positive environment of respect and rapport.				

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PEER REVIEW TEAM TRAINING: PGP DEVELOPMENT

GLOSSARY OF TERMS

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

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

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

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

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

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

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

Multiple Data Sources – more than two.

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

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

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

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

Instructional Professional Growth Plan (PGP) Goal

Name _____ School _____

RATIONALE FOR PGP GOAL:

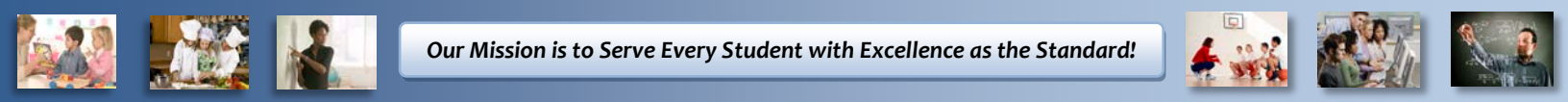
Data Sources	Best Practice	Reflection	“Stretch”
<i>Multiple sources Quantitative - student & professional practice Qualitative – student & professional practice</i>	<i>Connected to data analysis Research within school Research beyond school</i>	<i>Connected to data analysis Comparison: self-reflection and best-practice research school Link improved practice to student needs</i>	<i>Connected to data analysis Linked to SIP Outcome: new/ strengthened practice</i>

PROFESSIONAL GROWTH PLAN GOAL:

WORK PLAN STRATEGIES: *connected to goal; action-oriented; sustainable; defined in-process measures; planned feedback & reflection; “doable” timelines; defined new or improved practice*

#	Strategy	Grading Period Implementation				Specific timelines	In-process measures
		1	2	3	4		

OUTCOME MEASURES AND REFLECTION: *quantitative & qualitative student and professional practice outcomes*



Teacher Professional Growth Plan (PGP) Goal

Name BPS Teacher School Any

RATIONALE FOR PGP GOAL:

Data Sources	Best Practice	Reflection	"Stretch"
<i>Multiple sources Quantitative - student & professional practice Qualitative – student & professional practice</i>	<i>Connected to data analysis Research within school Research beyond school</i>	<i>Connected to data analysis Comparison: self-reflection and best-practice research school Link improved practice to student needs</i>	<i>Connected to data analysis Linked to SIP Outcome: new/strengthened practice</i>

On FCAT mathematics 2011, 67% of students in my classes scored below 80% proficiency on the standard “Big Idea”—analyze and represent linear functions, and solve linear equations and systems of linear equations. Deeper analysis shows that students struggled with benchmark concepts connected to creating and interpreting tables, graphs, and models to represent and solve problems. Common assessment data reflected that my students did not perform as well when they were expected to use previous knowledge to support understanding of new concepts or apply math concepts to analyze or solve real-world problems. Reflecting on my own classroom assessment brought to light two things. One is that students experienced similar difficulties to those cited above when questions or tasks sought to evaluate their ability to demonstrate higher levels of thinking. Second is the reality that a very small percentage of my classroom assessment seeks this higher level of mathematical thinking and reasoning.

Many researchers cite the powerful and positive effect that ongoing formative assessment has on student learning (Rick Stiggins and Jan Chappuis of the Assessment Training Institute: <http://www.assessmentinst.com/wp-content/uploads/2009/05/tip-pub.pdf>; Black & William in their often cited *Inside the Black Box: Raising Standards Through Classroom Assessment*: <http://www.svitv.scooe.org/depts/esb/docs/2008/Jan2008/InsideBlackBox.pdf>. Others such as Anne Davies in the book *Ahead of the Curve* provide insight into what can be gained by effectively involving students in the classroom assessment process. Mrs. Warren and Mr. Cabrera are two staff members whose students have seen a high degree of success on summative classroom, benchmark and FCAT assessment, particularly in the category Expressions, Equations, and Functions and when students have to demonstrate mathematical reasoning. They see a formative approach to assessment as a key part of their students’ success.

I believe that I am fairly strong in my overall instructional delivery. In the last few years I have worked to differentiate my assessment in an effort to require students to demonstrate their understanding in various ways. My overall assessment approach, however, is almost exclusively summative in nature. There are times when I find myself not building challenging items or expectations on tests because of the likelihood that a large number of students will not “get it right.” Invariably this may deny them of practice with or responsibility for some of the very higher level skills cited in the data above. Beyond asking students to go over tests and correct mistakes, they have virtually no role in the assessment process.

PROFESSIONAL GROWTH PLAN GOAL:

I will develop and utilize formative assessment practices that lead to enhanced student performance on summative assessments, including FCAT. As a part of this effort, I will create meaningful ways to involve students in both assessment development and progress monitoring.

WORK PLAN STRATEGIES: *connected to goal; action-oriented; sustainable; defined in-process measures; planned feedback & reflection; “doable” timelines; defined new or improved practice*

#	Strategy	Grading Period Implementation				Specific timelines	In-process measures
		1	2	3	4		
1.	Teach students Webb’s Depth of Knowledge	x				First two weeks of school	Quiz to properly categorize items in first two weeks; quarterly feedback from students regarding understanding and utility



2.	Teach students the concept “light” and “heavy” questions (aligns with lower and higher levels of thinking)	x				First two weeks of school	Quiz to properly categorize items in first two weeks; quarterly feedback from students regarding understanding and utility
3.	Student identification of light and heavy questions on teacher-made instruments—part of assessment	x					Review of student results; feedback after each assessment: What made it a good heavy question?
4.	Strategies will be developed to require students to provide light and/or heavy questions or tasks to be included in differentiated assessments		x	x	x		Review of student results; quarterly feedback from students; quarterly reflection on assessment practices
5.	Create student assessment preparation, development and participation learning teams – team will work collaboratively in one of the three tasks and, over time, will be asked to do all of them.	x	x	x	x		Review team work and member results; Team exit slips following each task
6.	Learn more about implementing effective formative assessment practices by reading research articles posted on BPS B.E.S.T. website.	x	x				Written reflection: key instructional points and assessment ideas to be implemented
7.	Implement formative assessment practices presented in B.E.S.T Module 4 training and learned through best-practice research.	x	x	x	x	Module 4 training in October	Student feedback (exit slips; quarterly survey, “class meeting”); Review of student results & progress; reflection efforts, feedback from colleague observation
8.	Observe Mrs. Warren focusing on daily formative approaches (“thumbs up”, tablets, classroom response systems, etc.)	x	x				Observation form(s)
9.	Meet with Mr. Cabrera & Ms. French to discuss approaches to involving students in ongoing progress monitoring, goal setting, and mutual support.	x					Reflection of elements to be incorporated
10.	Develop process for student monitoring of formative assessment data and setting performance targets	x	x	x	x		Monitor student target success; Formal student feedback at least twice each grading period—informal ongoing
11.	Develop process for “student experts” to provide formative support for peers—incentive built in for both		x	x	x		Monitor student success with a focus on gains following support; Formal student feedback at least twice each grading period—informal ongoing
12.	Develop and implement at least one student-led conference			x		2 nd semester parent conference	Parent conference agenda; feedback from participating parents

OUTCOME MEASURES AND REFLECTION: *quantitative & qualitative student and professional practice outcomes*

Formal feedback related progress monitoring and formative support will be sought from students at least 8 times during the year. Four quarterly surveys will seek student perceptions regarding the delivery and impact of formative and student-involved assessment efforts. In the final administration of both formal feedback efforts, at least 80% of the students will provide an affirmative response to each item seeking validation of support and utility of assessment efforts. 100% of my whole class formative and summative assessments will include “heavy” questions or tasks derived from Webb’s top two depth-of-knowledge levels. 60% of the students in my classes will score above 80% proficiency in the reporting category Expressions, Equations, and Functions. Despite the inclusion of more challenging questions and tasks on summative assessments, overall final GPA for students in my classes will increase by 5%.



Professional Growth Plan (PGP) Development Scoring and Feedback

Teacher Number _____

School _____

Development Goal					
Professional Growth Plan: Development					
Elements (Refer to PGP Development Rubric)	Ratings & Scoring				Comments
	D(4)	P(3)	PSN(2)	U(0)	
1) Development of PGP Goal					
2) Work Plan Strategies					
Elements (Refer to PGP Development Rubric)	Ratings & Scoring				Comments
	D(2)	P(1)	PSN(0)	U(0)	
3) Outcome Measures & Reflections					
<i>column subtotals</i>					

Total score:

_____/_____
Evaluators' Number

_____/_____
Date



Professional Growth Plan (PGP) Implementation Scoring and Feedback

Teacher _____

School _____

Administrator _____

Development Goal									
Professional Growth Plan Implementation: <i>Working the Plan</i>									
Elements (Refer to PGP Implementation Rubric)	Self Ratings & Scoring				Teacher Comments	Administrator Ratings & Scoring			
	D(4)	P(3)	PSN(2)	U(0)		D(4)	P(3)	PSN(2)	U(0)
1) Implements the PGP with fidelity and professional practice.									
Elements (Refer to PGP Implementation Rubric)	Self Ratings & Scoring				Teacher Comments	Administrator Ratings & Scoring			
	D(2)	P(1)	PSN(0)	U(0)		D(2)	P(1)	PSN(0)	U(0)
2) Seeks feedback and support and shares successful practice.									
Professional Growth Plan Implementation: <i>In-Process Monitoring</i>									
Elements (Refer to PGP Implementation Rubric)	Self Ratings & Scoring				Teacher Comments	Administrator Ratings & Scoring			
	D(2)	P(1)	PSN(0)	U(0)		D(2)	P(1)	PSN(0)	U(0)
3) In-Process Monitoring									
<i>column subtotals</i>					<i>column subtotals</i>				

Teacher Score:

Administrator Score:

Total Averaged Score:

Administrator Comments:

Employee's Signature

Date

Administrator's Signature

Date



BPS Instructional Personnel Evaluation Instrument

Name _____ School Year _____
Last First MI

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

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

PERFORMANCE AREAS

RATINGS

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

Instructional Design and Lesson Planning

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

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

SELF ADMIN

Teacher Comments:

Administrator Comments:

Learning Environment

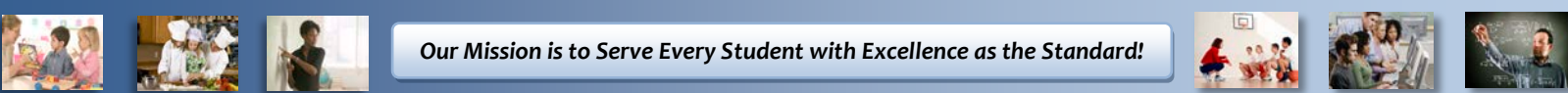
1. Creates and maintains a safe and organized learning environment.
2. Promotes a flexible, inclusive, collaborative, and student-centered learning environment.
3. Allocates and manages time, space, resources.
4. Manages student conduct.
5. Conveys high expectations, respects students' cultural backgrounds and accommodates diverse needs of students.
6. Models and teaches clear, acceptable communication skills.
7. Maintains a climate of inquiry.
8. Integrates appropriate technologies.

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

SELF ADMIN

Teacher Comments:

Administrator Comments:



Instructional Delivery and Facilitation

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

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

SELF

ADMIN

Teacher Comments:

Administrator Comments:

Assessment

- Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.
- Designs and uses formative and summative assessments that lead to mastery.
- Modifies teacher made assessments to accommodate diversity.
- Communicates assessment data to students and parents.

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

SELF

ADMIN

Teacher Comments:

Administrator Comments:

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

Professional Responsibility and Ethical Conduct

- Demonstrates punctuality, attendance, and timely completion of records and reports.
- Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics.
- Demonstrates professionalism.
- Initiates professional communication with appropriate stakeholders.
- Applies technology to organize and communicate assessment information.

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

SELF

ADMIN

Teacher Comments:

Administrator Comments:





Principal Comments:

Four horizontal lines for Principal Comments.

Teacher Comments (Optional):

Four horizontal lines for Teacher Comments.

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

Signature of Employee (Blue Ink Only) / Date

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

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





Instructional Personnel - Short-Term Contract Evaluation

Name _____ School Year _____
Last First MI

Department/School _____ Principal/Dept Head _____
Name Number

Assignment _____

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

Summary Statement (Required):

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

Signature of Assistant Principal (Blue Ink Only) Date

Teacher Comments (Optional):

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

Signature of Employee (Blue Ink Only) Date



Instructional Professional Development Assistance Plan (PDAP) Form

Employee: _____

Principal/Supervising Administrator's Name

Dimension Standard

Specific Behaviors	
#	Description

Strategies for Improvement	
#	Description

Assistance Plan	
#	Description

Date for Follow-Up: _____

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

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

Date for Follow-Up Review: _____

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

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



Mid-Year Conference

Teacher Name _____ School _____

General Reflection

How are you progressing on your PGP goals?

Are you meeting or not meeting the goals you established?

_____/_____

Employee's Signature

Date

(Blue Ink Only)

_____/_____

Administrator's Signature

Date

(Blue Ink Only)



Evaluation Summary Calculation Form

Name _____ School Year _____
Last First MI

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

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

Formative Evaluation Observation Component			
Component 1: Description	Pts Possible	Self Score	Pts Earned
A. Quality of Instruction (<i>Dimensions 1 – 4</i>)			
1. Instructional Design & Lesson Planning	3		
2. Learning Environment	3		
3. Instructional Delivery & Facilitation	3		
4. Assessment	3		
B. Professional Responsibility, Conduct and Relationships (<i>Dimensions 5 – 7</i>)			
5. Professional Responsibility and Ethical Conduct	3		
6. Relationships with Students	3		
7. Relationships with Parents and Community	3		
Component 1: Cumulative Total (Sections A + B)	21		

Continuous Professional Improvement Component					
Component 2: Description	Teacher Leader Scores			Admin Score	Averaged Pts Earned
	(1)	(2)	(3)	Average	
A. Professional Growth Plan (PGP) Development					
				Self Score	Admin Score
B. Professional Growth Plan (PGP) Implementation					Averaged Pts Earned
				Total Team Points	# of Team Members
C. Collaboration and Mutual Accountability				Team Average	Averaged Pts Earned
Component 2: Cumulative Total (Sections A + B + C)				26	Pts Earned
FORMATIVE EVALUATION TOTAL (Components 1 & 2)					47

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

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

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



Two-Year Beginning Teacher Support System Documentation

Teacher's Name _____ School _____

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

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



DOCUMENT OF COMPLETION STATEMENT
Brevard County Induction Program
2011-2012

Teacher's Name: _____

Employee ID#: _____

Start Date: _____

School: _____

Teaching Assignment: _____

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

____ **HAS**

____ **HAS NOT**

successfully completed the Brevard County Induction Program.

____ *Please continue in the program for the 2012-13 school-year.*

Administrator's Signature

Date



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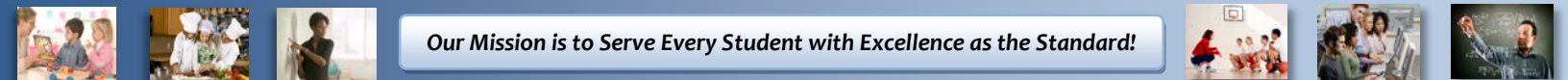


Methods of Determining Student Achievement

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



2010 Elementary Math Example Statistical Regression Analysis Model



Student Performance/Growth Measures

Up to 50 Points Awarded

Conventional rounding rules apply to all measures

Part 1: Evaluation based on student achievement results

1a. 35 points – Individual accountability for student achievement/value added growth measures

- Up to 35 points are awarded based on analysis of 3 years of value-added data provided by the DOE. See IPPAS Appendix page 52 for cut scores.

1b. 5 points – Points will be awarded based on the percent of students being served by the collaborative team who score above their predicted score in the value-added calculations compared to the percent of their grade level peers who score above their predicted score.

- 5 points - The percent of team students who perform above their predicted scores is 6 or more percentage points higher than grade level peers
- 4 points - The percent of team students who perform above their predicted scores is 3 to 5 percentage points higher than grade level peers
- 3 points - The percent of team students who perform above their predicted scores is 0 to 2 points higher than grade level peers
- 2 points - The percent of team students who perform above their predicted scores is 1 to 3 percentage points lower than grade level peers
- 1 point - The percent of team students who perform above their predicted scores is 4 to 6 percentage points lower than grade level peers
- 0 points - The percent of team students who perform above their predicted scores is 7 or more percentage points lower than grade level peers

Part 2 - District Option: Team and School Accountability Measures

2a. 5 points – Accountability for achievement of School Improvement Plan goals.

- Part 1: Accountability for whole school implementation of strategies that support school-based SIP objective(s) as measured by a school portfolio containing evidence of in-process measures (reviewed by area offices).**
 - 2 points – Portfolio shows strong evidence of implementation of 100% of strategies
 - 1 point – Portfolio shows some evidence of implementation of most strategies
 - 0 points – Portfolio shows little or no evidence of implementation of strategies
- Part 2: Accountability for whole school or team (as determined by school leadership) success in meeting targets of SIP Outcome Indicators**
 - 3 points – All Outcome Indicators met or significant growth
 - 2 points – Most Outcome Indicators met
 - 1 points – Some Outcome Indicators met
 - 0 points – Few or no Outcome Indicators met

2b. 2 points – Individual accountability for meeting individual Professional Growth Plan (PGP) target as determined by the principal.

- 2 points – target met or exceeded
- 1 point – growth toward target evident
- 0 points – target not met and growth not evident



2c. 3 points – Accountability for whole school student achievement results as measured by regression of FCAT components of School Grade

- **2 points - 1 point each for current year performance on Science, and Total Points that is either:**
 - above the line of prediction target
 - OR**
 - higher than the average distance from the line of prediction for the 3 previous years

- **1 point for current year performance on Total Points that is either:**
 - At least .4 standard deviation points above the previous year performance
 - Secondary Schools of Choice: At least 10% growth over previous year performance
 - OR**
 - At least .4 standard deviation points above the line of prediction target

Alignment

3 Points: Up to three points will be awarded for the school-wide alignment of Professional Practices scores and Student Performance scores.

To determine the alignment, an average of each school’s Professional Practice scores and an average of each school’s Student Performance scores will be calculated. The Professional Practice averages for all schools, by level, will be ranked from highest to lowest, and the Student Performance averages for all schools, by level, will be ranked from highest to lowest. Each school’s relative rankings will then be compared. Points will be awarded based on the amount of the difference between the rankings.

- **3 points** - Relative rankings are within one-eighth of each other based on the total number of rankings within a level (elementary, middle, high school, alternative)
- **2 points** - Relative rankings are within one-eighth and two-eighths (one-fourth) of each other based on the total number of rankings within a level (elementary, middle, high school, alternative)
- **1 points** - Relative rankings are within two-eighths and three-eighths of each other based on the total number of rankings within a level (elementary, middle, high school, alternative)
- **0 points** - Relative rankings are more than three-eighths from each other based on the total number of rankings within a level (elementary, middle, high school, alternative)

Value-Added Measures

Elementary VAM Cut Scores

# Points	VAM Score Range	% included (prev 3 yrs)
35	0.96-2.50	2.4%
34	0.81-0.95	1.5%
33	0.66-0.80	2.8%
32	0.51-0.65	4.2%
31	0.36-0.50	5.2%
30	0.21-0.35	13.3%
29	0.06-0.20	27.5%
28	-0.09-0.05	27.6%
27	-0.24-0.10	10.9%
26	-0.39-0.25	3.2%
25	-0.54-0.40	0.8%
24	-0.69-0.55	0.4%
23	-0.84-0.70	0.0%
22	-0.99-0.85	0.1%
21	-1.14-1.00	0.1%
20	-1.29-1.15	0.00%
19	-1.44-1.30	0.0%

Middle VAM Cut Scores

# Points	VAM Score Range	% included (prev 3 yrs)
35	0.91-1.10	0.0%
34	0.76-0.90	0.0%
33	0.61-0.75	0.3%
32	0.46-0.60	0.0%
31	0.31-0.45	0.3%
30	0.16-0.30	2.4%
29	0.01-0.15	25.7%
28	-0.14-0.00	50.3%
27	-0.29-0.15	17.8%
26	-0.44-0.30	2.4%
25	-0.59-0.45	0.7%
24	-0.74-0.60	0.0%

High School VAM Cut Scores

# Points	VAM Score Range	% included (prev 3 yrs)
35	0.91-3.50	3.3%
34	0.76-0.90	0.2%
33	0.61-0.75	1.3%
32	0.46-0.60	1.3%
31	0.31-0.45	3.5%
30	0.16-0.30	7.4%
29	0.01-0.15	35.4%
28	-0.14-0.00	29.3%
27	-0.29-0.15	4.6%
26	-0.44-0.30	3.5%
25	-0.59-0.45	2.6%
24	-0.74-0.60	3.5%
23	-0.89-0.75	1.3%
22	-1.04-0.90	1.3%
21	-1.19-1.05	0.2%
20	-1.34-1.20	0.0%
19	-1.49-1.35	0.4%
18	-1.64-1.50	0.0%
17	-1.79-1.65	0.2%
16	-1.94-1.80	0.0%
15	-2.09-1.95	0.2%
14	-2.24-2.10	0.4%
13	-2.39-2.25	0.0%
12	-2.54-2.40	0.0%
11	-2.69-2.55	0.2%

Alt School VAM Cut Scores

# Points	VAM Score Range	% included (prev 3 yrs)
35	0.91-1.10	0.0%
34	0.76-0.90	0.0%
33	0.61-0.75	0.0%
32	0.46-0.60	0.0%
31	0.31-0.45	0.0%
30	0.16-0.30	0.0%
29	0.01-0.15	0.0%
28	-0.14-0.00	83.3%
27	-0.29-0.15	16.7%



Performance Appraisal Model – Computation Example

Highly Effective	Effective	Needs Improvement	Professional Practices	
	7x2= 14	2 NI= 12	21 points – Professional Practices	47%
	3,3,1= 7	3,2,1= 6	10 points – Professional Growth Plan Development	
	3,1,1,= 5	2,1,1,= 4	8 points – Plan Implementation	
	<u>6</u>	<u>6</u>	8 points – Collaboration/Mutual Accountability	
Sub Total= 40	Sub Total= 32	Sub Total= 28		
			Student Achievement	
	28	24	35 points – Individual Results	50%
	4	3	5 points – Collaborative Closing The Achievement Gap	
	4	4	5 points – School Improvement Plan	
	1	1	2 points – Professional Growth Plan (PGP)	
	<u>2</u>	<u>2</u>	3 points – Regression	
Sub Total= 43	Sub Total= 39	Sub Total= 34		
3	2	2	3 points – Alignment	3%
Total points = 86	Total points = 73	Total points = 64		



Instructional Personnel Appraisal System Project Team Milestones

In Spring, 2010, two project teams were established whose task was to recommend changes to the Brevard Public Schools (BPS) teacher and school-based administrator evaluation process and instrumentation. Comprised of teachers, union leadership, school-based administrators and district staff, their charge in developing such recommendations was two-fold.

The first was to learn all they could about effective evaluation practices. This they did with tremendous commitment. Beyond reviewing a significant amount of contemporary research, they attended national conferences on the topic, reviewed evaluation processes from districts in and out of Florida, and visited districts in and out of the state. Their second charge was to understand what the organization valued and believed in and look through those lenses as they began to deliberate and ultimately develop recommended evaluative strategies. It is not by accident that professional learning, shared purpose and collaboration, teacher leadership, mutual accountability, high expectations and continuous improvement, ongoing data analysis and student success are the foundations on which their ultimate recommendations were built.

We established two teams to examine separately the two components that we knew would form our evaluation system—professional practice and measured student achievement. Once each team established practices and/or processes that they felt might be valuable, they began to meet jointly. The goal was to create an evaluation process where both “sides of the house” worked in concert, supporting and informing growth and evaluation in each. The evaluation system described in this document emerged from this work.

In April 2011, the project team and superintendent took a draft plan of the system to a focus group consisting of 30 teachers and ten administrators. The teachers and principals gave verbal feedback at the meeting and then filled out an electronic comment form. After receiving the feedback, the team made minor changes to the plan. The plan was then shared with the Brevard Public Schools' leadership team consisting of 130 managers, directors, and principals. They were able to provide verbal feedback and then they were asked to comment through an electronic format.

In May 2011, the project team and superintendent took the draft plan to three sites throughout the county; one in the south area, one in the north area, and one in the central area. The team met with teachers on May 3rd, at Palm Bay High School, May 4th at Rockledge High School, and May 5th at Astronaut High School. Over 800 teachers were present as the plan was shared. They have been given the opportunity to provide feedback through the electronic comment format. The input data was received and plan changes have been made that were considered appropriate by the project team.

On Friday, May 6, 2011, the project team and superintendent provided the draft plan and the comment form to all teachers electronically to receive additional feedback.

On May 11, 2011, the new principal appraisal system was shared with principals at a leadership team meeting. The principals provided verbal feedback and were sent an electronic comment form to submit to the project team and superintendent for suggestions or changes. The draft plan was amended where appropriate.

On May, 25, 2011, the project team and superintendent shared both plans with the School Board and approval was granted.

In conclusion, we have utilized an inclusive process to develop a multi-metric evaluation system that we believe in. We believe in it because it connects to those things that we value and to critical operational expectations established in our strategic plan. We look forward to beginning a new era in personnel evaluation in BPS and appreciate support from the Florida Department of Education as we use it make a difference for the 73,000 students we serve.

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