Pinellas County Schools
Instructional Appraisal Handbook
Understanding the Appraisal System

This handbook serves as a reference for instructional staff and administrators for implementation of the Pinellas County Schools Instructional Appraisal System.

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MISSION & VISION

MISSION: Educate and prepare each student for college, career, and life

VISION: 100% STUDENT SUCCESS

STATEMENT OF PHILOSOPHY

PHILOSOPHY

Pinellas County Schools is committed to a philosophy of continual improvement for students and staff. The appraisal system is designed to promote the continual growth and improvement of instructional staff. That professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students.

GOAL OF THE APPRAISAL SYSTEM

The goal and expectation of the Instructional Appraisal System is to support incremental growth in order to increase expertise year to year producing gains in student achievement from year to year with a powerful cumulative effect.

OVERVIEW

Purpose
The purpose of the Instructional Appraisal System is to increase student learning by continually and incrementally improving the quality of instructional and administrative practice. Pinellas County Schools has established an appraisal system that evaluates the performance of instructional staff, providing feedback, support and growth opportunities.

Statutory Requirements

Florida Statute (F.S.) 1012.34 requires that evaluations:
- Be conducted at least once a year for classroom teachers, EXCEPT teachers newly hired by the district who must be evaluated at least twice in their first year;
- Are based on at least 50% student learning growth data;
- Are based on four levels of performance: "Highly Effective," "Effective," "Needs Improvement" ("Developing" for teachers in their first three years) and "Unsatisfactory," and;
- Include criteria based on the Florida Educator Accomplished Practices.

In addition, Florida Statute requires that:
- Districts report performance evaluation results from the previous school year to the State by December 1 (1012.34(1)(c), F.S); and,
- Any reductions in workforce be based primarily on performance evaluations (1012.33(5), F.S.).

REDESIGN & DEVELOPMENT PROCESS

In January 2009, to begin revision of the Appraisal System, a review committee was developed to determine what was working and find areas for improvement in alignment with new Florida Department of Education requirements. The first draft of the Appraisal System was completed in the summer. Differentiated Accountability and Florida's application for the Race To The Top (RTTT) grant required further revisions during the fall.

In addition to participating in a review workshop, facilitated by St. Petersburg College's Collaborative Labs team, the committee consulted with the District General Counsel and the Accountability, Assessment & Research department to further support the re-development of the Appraisal System. Prior to submitting the draft to the School Board for approval consideration in May 2010, the evaluation instrument was shared with district, school and union representatives.

Upon approval, the new Apprasial System was piloted in fifteen schools during the 2010-2011 academic year. The Office of Professional Development collected feebdack from instructional personnel and peer reviewers throughout the pilot year. Mandates from the Studnt Success Act, F.S. 1012.34, and feedback data resulted in an rigorus Appraisal System developed for the purpose of increasing student learning growth by improving the quality of instruction, and supervisiory practices.

ROLES & RESPONSIBILITIES

Instructional Staff Roles & Responsibilities
- Know and understand the rubric and the components of each section
- Utilize feedback and strive to continually improve
- Provide documentation as supporting evidence for non-observable indicators
- Complete an annual self-evaluation
- Utilize the Individual Professional Development Plan (IPDP) to intentionally target growth areas in your practice
- Actively participate in professional learning to continually grow your practice
- Complete all processes required of instructional staff in the evaluation process

Administrator Roles & Responsibilities
- Know and understand the rubric and the components of each section
- Provide training regarding the process and criteria of the appraisal system
- Complete and maintain Appraisal Certification requirements
- Provide on-going observation and substantive feedback to support continual growth
- Facilitate and support the IPDP process
- Support instructional staff in becoming a highly effective educator and create an environment that promotes professional learning
- Complete all processes required of administrative staff in the evaluation process
- Meet all appraisal system deadlines

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPs)

The new appraisal system is directly aligned with the Florida Educator Accomplished Practices (FEAPs). The FEAPs are the expectations defining the quality instruction rubric. The rubric was designed, in collaboration with stakeholders, to explain the components of quality instruction and to connect instruction to student achievement.

Florida Educator Accomplished Practices	Pinellas Expectation	Research Framework
(a) Quality of Instruction 1. Instructional Design and Lesson Planning 2. Instructional Delivery and Facilitation	Plans and Delivers Instruction	Danielson Marzano Instructional Review (FL DOE
(a) Quality of Instruction 3. The Learning Environment	Maintains a Student-Centered Environment	Marzano
(a) Quality of Instruction 4. Assessment	Ability to Assess Instructional Needs	Danielson Marzano
(a) Continuous Improvement, Responsibility and Ethics 2. Professional	Performs Professional Responsibilities	Florida Educator Code of Ethics Danielson

APPRAISAL SYSTEM

Evaluation Process Components

Administrative Review
The Administrative Review is based upon formal and informal observations of practice, as evidenced in the Professional Indicator Rubric, including observations of professionalism through other site-related work requirements and activities.

Student Growth Data
As a requirement of the Student Success Act, all teachers must have student achievement data included as a major portion of the summative evaluation. This data is determined by Value-Added measure, which is a statistical technique that uses multiple years of student and test score data to estimate the effects of individual teachers on student growth.

Professional Development
Each year, instructional staff members complete an Individual Professional Development Plan (IPDP). In this plan, action steps are proposed. These actions are taken as an intentional study of a portion of your practice. The action plan describes what professional development you will do to improve your practice. This can include MoodleLMS trainings, observing colleagues who are demonstrating best practices, book study, lesson study, PLCs and cross grade level PLCs that are focused on specific topics.

Evaluation Process Timeline
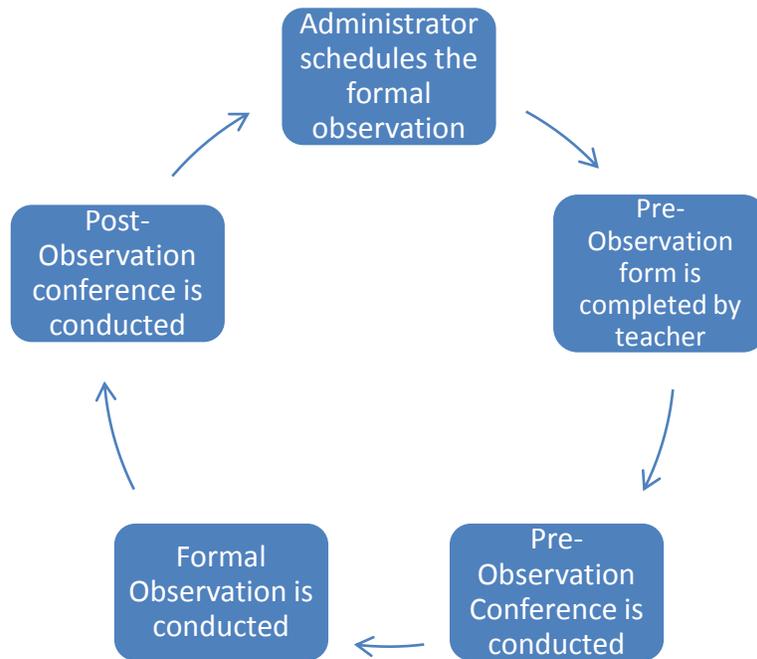
An Appraisal Timeline is included below:

August – October
Teacher and administrator review previous year's evaluation and student performance results. The current year's IPDP is developed.

September-December
The first semester evaluation is completed for new teachers and struggling teachers. The IPDP is reviewed and revised based upon the evaluation results.

December-February
Teacher and administrator review IPDP, current student data and formative feedback. Revisions to the IPDP are made.

April-June
The teacher completes the Reflection section of the IPDP. The teacher and administrator review and discuss the IPDP as part of the Summative evaluation process. Potential areas of focus for the next year's IPDP are identified.

June-August
The district analyzes evaluation results, gathers feedback regarding IPDPs and makes revisions to improve the process.

EVALUATION TRAINING

Initial Certification

In order to provide consistency in teacher observations throughout the district, all administrators are required to participate and complete Appraisal Certification Training which includes more than 20 hours of training. This includes a two day certification training which administrators are required to successfully complete. The training is designed to emphasize the importance of the observer assessing the quality of the students' learning based upon the actions of the teacher. This is a shift in how traditional observations and feedback have taken place in the past.

The accreditation process was facilitated by Cambridge Education to train district staff in lesson observation. Now, accredited district trainers guide groups of five administrators through practice in observing, scripting, and identifying the impact of teacher action upon students and learning. During the two day process, participants complete four observations (two practice observations on Day 1 and on Day 2, one practice and one for certification), practice a pre-conference and a post conference (completed one-on-one with the facilitator) in order to attain their certification in lesson observation.

Inter-rater Reliability

In order to ensure consistency across the district, a random sample of administrators will take part in a calibration training to assess inter-rater reliability within the formal observation process. Annually, at least ten percent of school administrators will be selected to participate in training in which they will conduct observations, script what they see and then rate their individual observations. The observation results will be reviewed for consistency in order to determine whether reliability criterion has been met. Each administrator will be provided feedback of their performance. In the event the criterion for reliability is not met additional support and training will be provided.

Administrative Review

Category 1 Teacher
(New & Teachers Scoring an Unsatisfactory)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook within the first twenty (20) workdays
- 35 day formal observation cycle
- 60 day evaluation
- Success Plan (develop/revise, if necessary)
- IPDP (Administrative Review in MoodleLMS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- IPDP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

Category 2 Teachers
(Annual Contract)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook
- l within the first twenty (20) workdays
- Formal observation cycle (Recommended; required in TIF Schools)
- Success Plan (develop/revise, if necessary)
- IPDP (Administrative Review in MoodleLMS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- IPDP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

Category 3 Teacher
(Continuing Contract & Professional Service Contract)

Beginning of the Year (Aug-Nov)

- Provide electronic access to the Appraisal Handbook
- l within the first twenty (20) workdays
- Formal observation cycle (Recommended; required in TIF Schools)
- Success Plan (develop/revise, if necessary)
- IPDP (Administrative Review in MoodleLMS by the end of October)
- Value-Added summative conference (**within first 10 days of school)

Middle of the Year (Dec-Mar)

- Substantive visits with feedback
- IPDP Administrative Review (February)
- Success Plan (develop/review, if needed)
- Non-renewal notice submission (February)

End of the Year (April-May)

- Continued substantive visits with feedback
- Teacher Self-Assessment (due prior to Pre-Observation Conference)
- Formal observation cycle
- Success Plan (develop/review as needed)
- Summative evaluation conference (before the last 4 weeks of the school year)

**Pending FLDOE Action

NARRATIVE DEFINITIONS

1. **Formal Observation Cycle**
   a. <u>Pre-Observation Conference</u>: The teacher will use the pre-conference form to advise the administrator of what to expect during the data collecting observation. It should take approximately 10-20 minutes to complete. Administrators will ask clarifying questions regarding information on the pre-conference form and teacher comments
   b. <u>Data Gathering Observation</u>: Observation phase to assess performance relative to the observable indicators as evidenced in the rubric. To assure inter-rater reliability, all evaluating administrators will participate in training to use the formative observation tools. This phase of the cycle should be at least 30 minutes.
   c. <u>Post-Observation Conference</u>: Informed by the results of the pre-observation conference and the data gathering observation, critical conversations will take place to identify specific areas of strength and improvement to develop an improvement plan with support that outlines changes to performance to achieve improved student learning. The final phase of the formal observation cycle should be approximately 10-20 minutes to complete. Teachers needing more specific support will be placed on a Success Plan. The teacher receives and signs the observation tool and post-conference form.

2. **Substantive Visits with Feedback (formative walkthrough)**: Informal progress monitoring observations designed to measure progress relative to specific 'look fors', which reflect the indicators on the appraisal rubric. These visits should be ongoing and last approximately 10-15 minutes with immediate feedback so that teachers can improve their performance from visit to visit which can produce gains in student learning. These are evaluative.

3. **Walkthroughs**: Non-evaluative observations to help school leaders strategically monitor SIP goals, the climate of the school and look at school patterns to monitor school improvement goals and to plan for things such as professional development and celebrations.

4. **Success Plan**: Prescribed improvement plan documenting performance concerns. The teacher will be provided with ongoing support and assistance through professional development and in some cases, be assigned a mentor.

5. **Value-Added Student Data:** The Value-Added score reflects the portion of student growth attributed to the teacher, also known as the "teacher effect." The number of years the individual has at the particular level (individual, school, or district) will determine their Value-Added percentages (40% or 50%). Business rules and an easy to follow flowchart were developed to help identify which Value-Added score a teacher will use (Appendix). By the 2014-2015 school year, all teachers will have their own Value-Added score. Florida Statues (1012.34(8)) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the

identity of students for which the individual is responsible for. Beginning in 2012, using the business rules, teachers will use the FLDOE online tool to verify their rosters for Value-Added data.

The verification protocol is as follows:
1. Information and timeline overview
2. Hard copies sent to schools (instruction and sign-off)
3. Teachers sign-off that they received the following:
   a. Instructions
   b. Link to Reports Manager for survey 2 and 3 rosters
   c. Ethical statement
4. Using the business rules:
   a. Teachers verify their own rosters
   b. School administrators verify teacher rosters
5. Committee reviews teachers with leave of 45 consecutive days or more
6. Area Superintendents review school rosters
7. District completes final submission to the Florida Department of Education

STUDENT PERFORMANCE DATA

Value- Added student data: The Value-Added score reflects the portion of student growth attributed to the teacher, also known as the "teacher effect." The number of years the individual has at the particular level (individual, school, or district) determines their Value-Added percentages (40% or 50%). The flowchart identify which Value-Added score a teacher uses (See Appendix).

By the 2014-2015 school year, all instructional staff are expected to have their own Value-Added score. Florida Statues 1012.34(8) requires a process to permit instructional personnel to review the class roster for accuracy. The verification process is as follows:

1.   Information and timeline available in the Instructional Performance Review site for Teachers and Specialists
2.   Each FTE period instructional staff will use the business rules to verify and sign their roster
3.   Committee will review instructional staff with leave of 45 consecutive days or more
4.   District will review rosters and complete final submission to the Florida Department of Education as part of the state roster verification process.

The District has no guarantee that changes will be accepted by the FLDOE particularly changes made outside of the business rules.

This process is subject to change based upon FLDOE action.

RATING GUIDELINES

Making Meaning of the Indicator Levels

Highly Effective
"Highly Effective" is when the strategy has been implemented correctly and includes all the components at the effective level and now the teacher can focus on innovating within the element. In other words, the teacher monitors students' understanding of the learning goal, as defined in the effective rating, seamlessly into his/her instruction and now can shift the focus so that 100% of students' progress towards the learning goal.

"Highly Effective" comes when the teacher has deep understanding of the strategy and the appearance of effortlessness and ease when using the strategy and demonstrates the ability to flexibly modify the use of the strategy based on the feedback from students (non-verbal, verbal) to improve or maximize student learning. The teacher can explain with clear purpose and intentionality his or her rationale for modifying the use of a strategy to maximize learning for groups of students or individual students. For "Highly Effective" the teacher is adjusting and adapting a strategy from the effective level to ensure all students are learning.

 "Highly Effective" has the following characteristics:
- The teacher demonstrates monitoring with fluency and ease to see whether the strategy is working or not and makes adjustments to students' feedback.
- The teacher adds their own innovations to the strategy to make it more effective. For example, the teacher modifies a KWL into a 4-step process and can explain the intentional modification of the strategy and the impact on increasing student learning. In other words, he/she can explain why/how the modified strategy works better for his/her students than the "standard" strategy.
- Teacher intentionally adjusts and tweaks the strategy for his or her students resulting in greater understanding and learning.
- Sometimes it is planned; sometimes it is "on the spot"

As the teacher monitors the effect a strategy is having on learning and notes that it is not working for all students he/she adjusts and adapts the strategy so that all students are learning. Ask yourself, "Is the strategy having the desired effect on student learning for most or all?"

Effective
Of the things identified in the rubric, all are done correctly unless otherwise noted. This is an area of significant yield for raising student learning for teachers to monitor students' understanding and is the key to being rated at the "Effective" level. It is not just asking questions of some students in order to check for understanding. Evidence of monitoring of learning can be observed in how the teacher obtains feedback from students about their learning through examination and feedback about student work, conferencing with individual and groups of students and use of particular response rate strategies. It is also about monitoring through listening, looking and responding appropriately when students are following the instruction of the teacher or not doing what has been asked of them. Monitoring is also observed when a teacher makes immediate and specific adjustments based on the feedback that the teacher receives from the student. The teacher implements the strategy as outlined and asks, "Is it having the desired effect for all/most students?"

Developing/Needs Improvement
Of the strategies identified in the rubric, one or more constructs were not evident or were implemented incorrectly. Or, they were implemented but not monitored for student learning.

Unsatisfactory
Of the evidence identified in the rubric (look-fors), none were apparent. Specific example: The teacher is beginning a new unit of instruction and it would be appropriate to establish learning goals and the teacher did not.

PROFESSIONAL DEVELOPMENT

Individual Professional Development Plan (IPDP)

The purpose of the IPDP is to intentionally and incrementally improve teacher practice in order to increase student achievement. The plan provides an opportunity for analysis of teacher evaluation and student achievement data. Through this analysis instructional staff will reflect upon their professional learning as it relates to impacting student progress; building upon their own professional growth. In order to complete the plan, individuals will review their school-wide initiatives, consider student assessment data, prior year evaluation results and then identify learning goals that focus on student achievement. The IPDP is a requirement of the district and state and a component of the teacher evaluation. The IPDP contains clearly defined goals and activities designed to improve teacher practice. Administrators will meet with staff to discuss their progress and plans at the beginning, middle and end of each school year. Administrator and teacher may document amendments and comments in the notes section.

The Individual Professional Development Plan contains the following sections:
•   Demographic Data, Data Analysis,
•   Action Plan Development,
•   Goal Development, Action Plan Implementation,
•   Review and Reflections and Results.

The administrator and teacher both contribute input and notes to the IPDP.

Teacher Self-Assessment

The purpose of the teacher self-assessment is to provide teachers with an opportunity to take a reflective look at their current practice, of where they are as related to the indicators and assist them in identifying priority areas for professional growth. The teacher self-assessment form is categorized using the FEAPs and identifies specific indicators for a teacher to rate themselves, using the same ratings as the evaluation. In the IPDP development process, the teacher reviews the previous year's evaluation results, completes a self-assessment form and then identifies gaps between the current data and performance and the desired state. The teacher and administrator will review this information to identify and establish potential goals for the IPDP.

Parental Input

Florida Statute 1012.34(2)c requires that the district "…give parents an opportunity to provide input into employee performance assessment when appropriate." Each school annually gives notice that they have an opportunity to submit the Parent Input form and submit to the building administrator. This input is included in the formative portion of the Teacher Evaluation. See PCS form 3-2807 in the Appendix.

Appreals Process

According to current contract language, as determined through district and PCTA collaboration and negotiation the process for amendment of evaluations is as follows:

Category 2 and 3 teachers shall have the right to request an appeal through the Area Superintendent in the following cases: Category 2 teachers with an Unsatisfactory evaluation and Category 3 teachers with a Needs Improvement or Unsatisfactory evaluation. The appeal shall be filed in writing with the school principal within five (5) days of receipt of the evaluation. The principal shall issue a written decision within five (5) days thereafter. An appeal may be made to the area superintendent in writing within five (5) days of receipt of the principal's decision, and the area superintendent's written decision shall be rendered within five (5) days thereafter. The area superintendent's decision shall be final, non-appealable, and non-grievable.

APPENDIX

a. Description of Teacher Observation and Evaluation Forms

b. Pre-Conference Form (sample)

c. Post-Conference Form (sample)

d. Success Plan (sample)

e. Parental Input Form (sample)

f. Observation Form (sample)

g. Professional Indicator Rubric (sample)

h. Data Flow-Chart

i. Business Rules for Student Performance

Teacher Observation and Evaluation Forms

Teacher Observation and Evaluation Forms	Purpose	Who Uses?	When it is used?	Who is it sent to?	Who sees it?
Pre-Observation Conference	This form is used to gather information about the purpose of the lesson and strategies to be used to meet the learning objectives and ensure student learning	Both, the teacher provides information for the form and the administrator utilizes the form in preparation for the observation	This form is completed and reviewed prior to the formal observation and during the pre-observation conference	The teacher submits this form to the Administrator prior to the formal observation	Teacher Administrator
Observation Data Collection Tool	This form is used to collect classroom data (teacher and student evidence) by the administrator	Administrator (an individual who completes classroom teacher evaluations) completes this form	This form is used during the formal observation	The form is not sent to anyone but can be used to write up the post conference form.	Teacher Administrator
Post-Observation Conference	This form is used to guide a discussion following the observation to identify strengths of the lesson and identify areas of improvement in order to support gains in student learning	The individual who completes the classroom teacher observation uses this form	This form is used during the post-conference, following the formal observation, to guide feedback	The form is not sent to anyone.	Teacher Administrator
Individual Professional Development Plan (IPDP)	The purpose of the IPDP is to aid the teacher in improvement of practice in through self-evaluation and reflection in order to increase student achievement	Both, the teacher completes the form and the Administrator reviews the form at scheduled intervals	This form is developed at the start of the school-year to initiate the process of goal setting and reflection	The form is uploaded into MoodleLMS for revisions by the teacher and reviews conducted by the administrator	Teacher Administrator
Performance Review-Teacher Self-Assessment (Optional)	This form is used to provide teachers a self-assessment of where they are (as related to the indicators) and assist them in planning next steps	The teacher completes the form	It is recommended that teachers complete this form at the start of the school-year	The form is not sent to anyone. It is optional to share this form with the Administrator during the evaluation process	Teacher Administrator (optional)

Teacher Observation and Evaluation Forms

First-Semester Teacher Evaluation Form	This form is used as an evaluation tool for new teachers within the first 60 days of employment to aid in identifying strengths and weaknesses and develop steps to improve	The Administrator and the Teacher use this form Anonymous data from this process will also be used by Professional Development for training purposes	First 60 days of employment	Final overall rating is sent to the FLDOE	The Teacher, Administrator and FLDOE
Summative Form (on-line)	This form is used in the formal documentation and overall evaluation of teachers	The Administrator and the Teacher use this form	Annually	The Teacher, Administrator, District and Florida DOE will receive copies of this form	The Teacher, Administrator and FLDOE

Pinellas County Schools
Pre-Observation Conference form

Teacher	School
Subject/Grade	Date of Conference
Administrator	Date/Time of Observation

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

Directions: Please complete and submit this form to your evaluator prior to the conference.

1.2 Plans and Delivers Instruction

Overall student data for this classroom. (Example: FCAT scores, AYP subgroups)

List the Essential Learnings (These are the standard(s) to be addressed in the lesson.)

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

Identify and Sequence your Activities

Identify the sequence and activities that you and your students will engage in during the lesson. Describe what the students will be doing with technology during the lesson. Identify the materials that you will use with your students during the lesson.

Other Information (anything relevant that will help the evaluator better understand the lesson or classroom environment during the observation)

Pinellas County Schools
Post-Observation Conference form

Teacher	School
Subject/Grade	Date of Conference
Administrator	Date/Time of Observation

Continue/Maintain

_____
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Recommendations/Specific Examples made by observer/evaluator:

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Review and Update the Individual Professional Development plan (IPDP) to support success and growth.

_____
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_____
_____
_____

Use appropriate line below and print or type your name.	Use appropriate line below for your signature.
Teacher	Teacher Signature
Administrator	Administrator
Date	

Pinellas County Schools
Teacher Appraisal
Observation Data Collection Tool

Teacher	*School*
Subject/Grade	*Date of Conference*
Evaluator	*Date/Time of Observation*

Observation Data Collection Tool contains indicators that **may be observable** *during a formal observation.*

1.1 Ability to Assess Instructional Needs

a. How do I involve and guide all students in tracking their own progress toward meeting the goals?
b. How do I use formative assessments to collect and track student progress and guide instruction?
c. How do I use multiple assessments and information to plan instruction?

Teacher Evidence	*Student Evidence*

1.2 Plans and Delivers Instruction

a. What do I do to plan and organize for effective instruction?
b. What do I do to establish and communicate learning goals?

Teacher Evidence	*Student Evidence*

c. How do I effectively use a gradual release model for instructional delivery?
d. What do I do to help students effectively interact with new knowledge?
e. What do I do to help students practice and deepen their understanding of new knowledge?

Teacher Evidence	*Student Evidence*

1.2 Plans and Delivers Instruction

f. What do I do to help students generate and test hypotheses about new knowledge?
g. What do I do to engage students in learning?

Teacher Evidence	Student Evidence

2.1 Maintains a Student Centered Learning Environment

a. How do I celebrate student success?
b. How do I establish classroom procedures?
c. How do I organize the physical layout of the classroom?

Teacher Evidence	Student Evidence

d. How do I demonstrate "withitness"?
e. How do I apply consequences for lack of adherence to rules and procedures?
f. How do I acknowledge adherence to rules and procedures?

Teacher Evidence	Student Evidence

g. How do I demonstrate an understanding of students' interests and background?
h. How do I use verbal and nonverbal behaviors that indicate caring for students?
i. How do I display emotional objectivity and control?

Teacher Evidence	Student Evidence

j. How do I provide opportunities to respond for all students?
k. How do I probe incorrect answers by students?

Teacher Evidence	Student Evidence

SUCCESS PLAN
2011 – 2012

- ➢ <u>Current Behaviors to Improve (as defined in the Professional Indicator Rubric):</u>
    - o
    - o

- ➢ <u>Support Available to Employee:</u>
    - o Principal
    - o Assistant Principal
    - o Instructional Coach
    - o Math/Science Coach
    - o Mentor

- ➢ <u>Calendar Timeline</u>
    - o Timeframe for observations

- ➢ <u>Suggested Activities for Professional Growth:</u>
    - o
    - o
    - o
    - o

- ➢ <u>Teacher Input</u>

_____   _____

Teacher Signature/Date   Administrator Signature/Date

- ❖ Success Plans must be developed collaboratively with the employee.

PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms need only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

Parent/Teacher Input Form

(regarding administrator evaluation)

Parent/Teacher Input Form (or a similar school-based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding both forms with your parents and staff. Feel free to use the sample notice below as a communication piece for your newsletter.

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SAMPLE NEWSLETTER ARTICLE

Parent Input

Pinellas County Schools welcomes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for parents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.

PINELLAS COUNTY SCHOOLS
PARENT/TEACHER INPUT FORM
(REGARDING ADMINISTRATOR PERFORMANCE)

Pinellas County Schools welcomes the input of parents and teachers regarding the job performance of district administrative employees. When you have completed the form, please return it to appropriate Area Superintendent (see list below) via pony mail (see school secretary for envelope) or by US Mail. Please be sure to retain your copy. The Parent/Teacher Input Forms are available in the main office. All comments will be shared with the employee for professional growth and/or recognition.

Employee Name _____ Date _____

Parent/Guardian Name_____ Student Name _____

School _____

Parent/Teacher Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

For your comments to be considered, you must sign below.

Parent/Guardian/Teacher Signature _____
(required)

Area I Office	**Area 2 Office**	**Area 3 Office**	**Area 4 Office**
Patricia Wright	Dr. William Corbett	Ward Kennedy	Dr. Barbara Hires
Assistant Superintendent	Assistant Superintendent	Assistant Superintendent	Assistant Superintendent
301 4th Street SW	301 4th Street SW	301 4th Street SW	301 4th Street SW
Largo, FL 33770	Largo, FL 33770	Largo, FL 33770	Largo, FL 33770

White - Region Superintendent   Yellow - Parent/Teacher   Pink - Employee

Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools

The rubric is the common language of instruction in Pinellas County Schools and can be used as an instrument for self-reflection, assessment, and deliberate conversations among teachers, those responsible for evaluation and those coaching or mentoring colleagues. It is designed to be used as a tool to define performance standards, to help interpret the teacher's practice, make informed decisions about ongoing professional development and for evaluation purposes. The rubric describes different levels of practice or knowledge. To use the rubric begin with the effective rating description which illustrates that the teacher consistently implements the strategy fluently and monitors the effect on student learning.

1.1 Ability to Assess Instructional Needs (FEAP a4)				
Key Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
a. How do I involve and guide all students in tracking their own progress toward meeting the goals? **(Marzano, 2007)**	Adjust plans to ensure 100% of students progress towards the learning goal	Integrate student self-assessment and reflection of progress toward performance levels using criteria/rubric Assist students in setting their own learning goals and help them monitor growth towards their individual goals, Engage students in peer assessment of work using criteria/rubric Monitor the extent to which students understand their level of performance	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
b. How do I use formative assessments to collect and track student progress and guide instruction? **(Danielson, 1996)** **(Marzano, 2007)**	Adapt or create new strategies for collecting and tracking student progress to ensure 100% of students progress towards the learning goal	Include a variety of assessments/checks for understanding as a regular part of instruction Identify student understanding/mastery of the lesson goals Track student progress using a formative approach to assessment Monitor the extent to which formative assessment guides student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
c. How do I use multiple assessments and information to plan instruction? **(Danielson, 1996)** **(Marzano, 2007)** **(IRDA, FLDOE)**	Design or select research-based tools and assessments to ensure 100% of students progress towards the learning goal	Utilize assessments to determine if adjustments need to be made to curriculum and/or delivery of instruction Utilize assessments to target and identify specific strategies and/or interventions to meet students' immediate needs and continue to address those students not making progress toward learning goals Monitor the extent to which assessment guides student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

d. How do I utilize available technology to collect, analyze, and communicate student data? (Danielson, 1996)	Adapt or create new strategies with the use of available technology to gather, analyze and communicate student data	Use a defined process for disseminating information and receiving feedback through the use of two-way communication tools such as forum posts in Moodle, Outlook e-mail, or Portal messaging Use district database methods to gather and analyze student data Use technology to create visual displays of results Monitor the effectiveness of the process of communication	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
e. How do I maintain accurate, complete, and updated documentation of student data? (IRDA, FLDOE)	Adapt or create new strategies to maintain accurate, complete, and updated documentation of student data	Utilize and implement a system to document current student data for all assessments, including formative and summative student data to monitor development	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
1.2 Plans and Delivers Instruction (FEAP a1, a3)				
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	Unsatisfactory
a. What do I do to plan and organize for effective instruction? (Danielson, 1996) (Marzano, 2007) (http://www.avid.org)	Adjusts plans to ensure 100% of students progress towards the learning goal	Develop clear learning goals that are aligned to district curriculum, NGSSS and/or CCSS Identify or create appropriate criteria/rubrics to describe and measure the expected level of performance Utilize a balance of writing, inquiry, collaboration, organization, and reading strategies based on individual student learning needs Organize students strategically to provide opportunities to interact with knowledge.	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
b. What do I do to establish and communicate learning goals? (Marzano, 2007)	Adjust instruction to ensure 100% of students progress towards the learning goal	Communicate clear learning goals and provide criteria/rubrics to measure those goals Post goals using student-friendly language and verbally reference the learning goals	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
		throughout the lesson to help students make connections Monitor students' ability to identify the learning goals and understand expected levels of performance		
c. How do I effectively utilize a gradual release model for instructional delivery? (IRDA, FLDOE) (http://www.avid.org)	Adjust instruction to ensure 100% of students progress towards the learning goal	Use an instructional delivery model through a balance of instructional strategies that includes explicit instruction, modeled instruction, guided practice, and independent practice appropriately based on student needs Monitor the effectiveness of the instructional model on student learning	Implement incorrectly or with parts missing	Implementation was required but not exhibited
d. What do I do to help students effectively interact with new knowledge? (Marzano, 2007)	Adjust instruction to ensure 100% of students progress towards the learning goal	Use *one or more* of the following instructional elements correctly *when appropriate for students' needs*: ● identify critical information ● organize students to interact with new knowledge ● preview new content ● chunk into digestible bites ● process and elaborate on new information ● record and represent new knowledge ● use questioning techniques to promote learning Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
e. What do I do to help students practice and deepen their understanding of new knowledge? (Marzano, 2007)	Adjust instruction to ensure 100% of students progress towards the learning goal	Use *one or more* of the following instructional elements correctly *when appropriate for my students' needs*: ● review content ● organize students to practice and deepen knowledge ● use homework effectively ● examine similarities and differences	Implement incorrectly or with parts missing.	Implementation was called for but not exhibited

		● examine errors in reasoning ● practice skills, strategies, and processes ● revise knowledge ● use questioning techniques to promote learning Monitor the effectiveness of the selected element(s) on student learning		
f. What do I do to help students generate and test hypotheses about new knowledge? (Marzano, 2007)	Adjust instruction to ensure 100% of students progress towards the learning goal	Use *one or more* of the following strategies correctly *when appropriate*: ● organize students for cognitively complex tasks ● engage students in cognitively complex tasks involving generating hypotheses and testing ● provide resources and guidance ● use questioning techniques to promote learning Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
g. What do I do to engage students in learning? (IRDA, FLDOE) (Danielson, 1996) (Marzano, 2007)	Adjust instruction to ensure 100% of students progress towards the learning goal	Use *one or more* of the following strategies correctly *when appropriate*: ● Notice and react when students are not engaged ● Use academic games ● Manage response rates ● Use physical movement ● Maintain a lively pace ● Demonstrate intensity and enthusiasm ● Use friendly controversy ● Provide opportunities for students to talk about themselves ● Present unusual or intriguing information Monitor the effectiveness of the selected element(s) on student learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
h. How do I use available technology tools	Adjust instruction to ensure 100% of students progress towards the learning goal	Utilize different forms of technology consistently during classroom instruction Develop interactive lessons utilizing available	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

		technology Create processes for the utilization of technology Monitor the extent to which the technology engages students in learning		
and resources to engage students in learning? **(IRDA, FLDOE)**				
i. How do I provide students with opportunities to use technology to support learning? **(Danielson, 1996)**	Adjust instruction to ensure 100% of students progress towards the learning goal	Utilize technology tools to create products to support learning Create opportunities for students to work collaboratively with the technology Direct students to the appropriate technology tool for learning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

2.1 Maintains a Student-Centered Learning Environment (FEAP a2)				
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
a. How do I celebrate student success? **(Marzano, 2007)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring results to improve student results Assist students in setting their own criteria for success and ways to celebrate the success	Provide students with recognition of their current status and their knowledge gain relative to learning/behavior goals and individually set goals Monitor the extent to which students are motivated to enhance their status	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
b. How do I establish classroom routines? **(Marzano, 2007)** **(Sprick, 2009)** **(Jenson, 2009)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results. Develop and implement a system to routinely teach , monitor and review expectations	Establish, explicitly teach and regularly review expectations regarding rules and procedures Monitor the extent to which students exhibit expected behavior	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
c. How do I organize the physical layout of the classroom for	Adapt or create new strategies for unique student needs regarding	Organize the physical layout of the classroom to facilitate movement, instructional groups, circulation, scanning	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
learning? (Marzano, 2007)	the physical layout of the room by using data from monitoring to improve student results.	and to focus on learning. Monitor the impact of the environment on student learning Intentionally post and display learning materials directly related to the learning goals so students can access the information		
d. How do I demonstrate "withitness"? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Use behaviors associated with "withitness" including circulation and scanning to monitor students' behavior and engagement Demonstrate an awareness of student activity, engagement, and understanding Intentionally intervene in student behavior and/or adjust lessons as appropriate	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
e. How do I apply consequences for lack of adherence to rules and procedures? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results Corrective strategies are seamless	Develop, teach and apply consequences for not following rules and procedures consistently and fairly Provide verbal and/or nonverbal consequences and corrective strategies Monitor the extent to which rules and procedures are followed	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
f. How do I acknowledge adherence to rules and procedures? (Marzano, 2007)	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results. (e.g., Intentionally increase use of Positive to Negative ratio interactions for unique student needs)	Acknowledge adherence to rules and procedures consistently and fairly, by using at least 3:1 Positive to Negative Ratio of Interactions Celebrate adherence to rules Monitor the extent to which students exhibit expected behavior	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
g. How do I demonstrate an understanding of students' interests and background?	Create a systematic process for formally gathering and using information on students' interests and background to engage in respectful	Gather and use information on students' interest and background through conversations and student work to engage in respectful interactions Monitor the impact on student outcomes	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

(Marzano, 2007)	interactions Adapt or create new strategies to meet unique student engagement needs			
h. How do I use verbal and nonverbal behavior that indicate caring for students? **(Marzano, 2007)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Include verbal and nonverbal behaviors that indicate caring for students while maintaining at least a 3:1 Positive to Negative Ratio of Interactions Monitor the quality of relationships in the classroom.	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
i. How do I display emotional objectivity and control? **(Marzano, 2007)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student result	Behave in an objective and controlled manner in all student learning settings (rational detachment) Monitor the effect on the classroom climate	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
j. How do I provide opportunities to respond for all students? **(Marzano, 2007)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Pose challenges, ask questions and/or elicit responses from all students at the same rate regardless of perceived ability level, expectancy or performance, with the same frequency and depth Monitor the participation of each student	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
k. How do probe incorrect answers by all students? **(Marzano, 2007)**	Adapt or create new strategies for unique student needs and situations by using data from monitoring to improve student results	Probe incorrect answers of all students, regardless of perceived ability level, expectancy or performance, with the same frequency and depth by: • Asking all students to further explain incorrect answers • Rephrasing questions in response to incorrect answers • Breaking a question into smaller and simpler parts • Allowing all students additional processing and returning to them at a later point in time Monitor the level and quality of students' responses	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

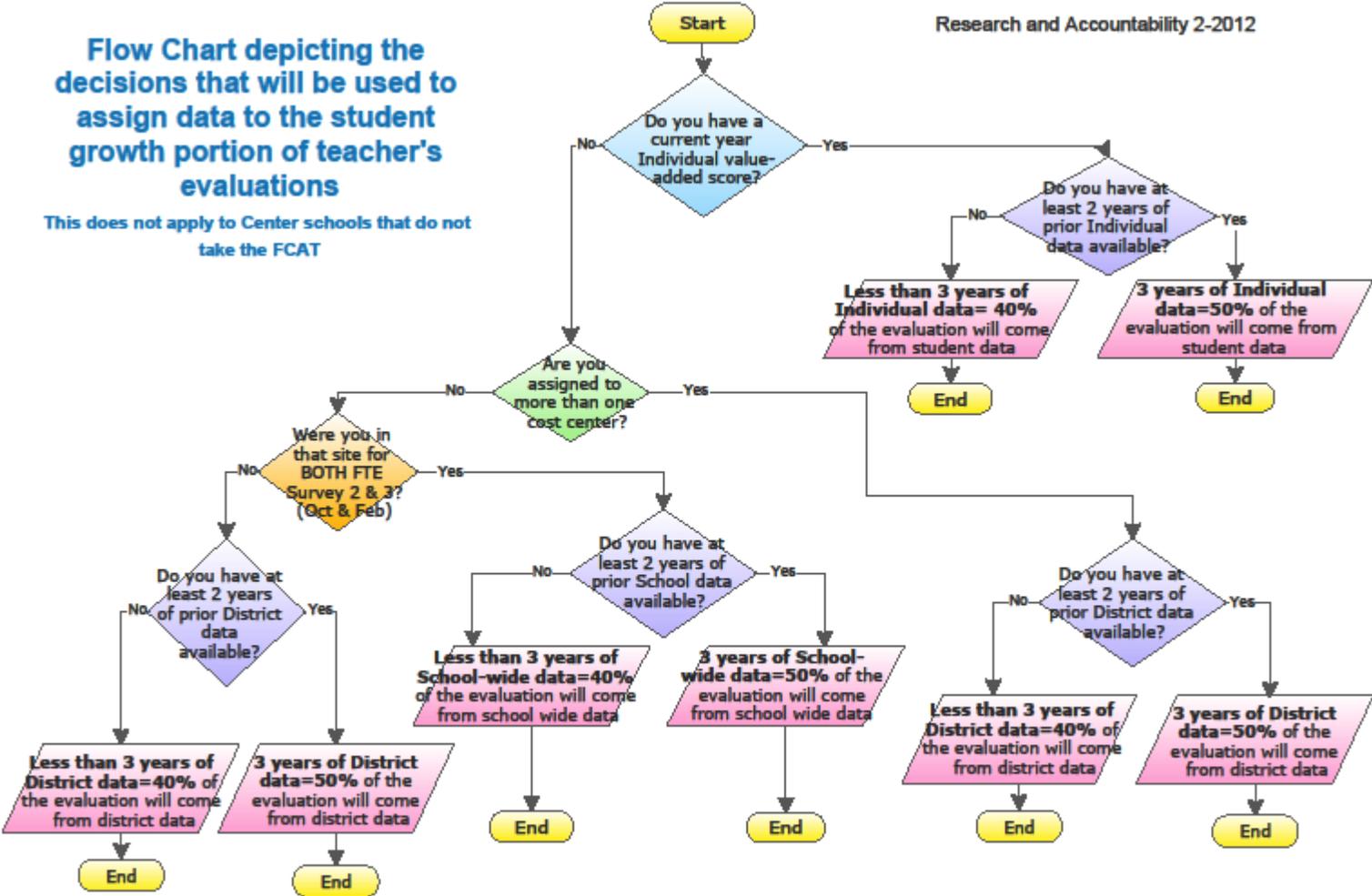| 3.1 Performs Professional Responsibilities (FEAP b1)				
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational Profession in Florida?	Exhibit behaviors and model the Principles of Professional Conduct of the Educational Profession in Florida	Exhibit behaviors as described by the Principles of Professional Conduct of the Educational Profession in Florida	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
b. How do I adhere to state, district and school guidelines and policies?	Demonstrate the ability to: Mentor and guide colleagues in implementing the state, district and school guidelines Serve as a resource for site-based professional development regarding state, district and school guidelines and policies	Consistently report to work on time Follow the guidelines and procedures for absences/tardies Complete specified federal, state, district and school professional development as required for certification and job requirements	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
3.2 Engages in Continuous Improvement for Self and School (FEAP b2)				
Indicator	**Highly Effective**	**Effective**	**Developing/Needs Improvement**	**Unsatisfactory**
a. How do I contribute to the school and district? (Danielson, 1996)	Make a contribution to a school or district initiative and/or assume a leadership role in a school or district initiative	Support school and district initiatives as outlined in District Strategic Plan and School Improvement Plan	Participate in school and district initiatives when specifically asked	Avoid becoming involved in school and district initiatives
b. How do I work with colleagues to improve professional practice? (Marzano, 2007) (Danielson, 1996)	Assume a leadership role in facilitating work with colleagues to improve professional practice and/or participate actively in multiple groups	Engage in dialogue and reflection utilizing the cycle of improvement that analyzes data, student work, instructional strategies, and discuss opportunities to improve student learning and professional practice (PLCs) Consult, when necessary, with the School Based Leadership Team to determine types of interventions needed based on assessments for students not making progress in core instruction	Participate sometimes in discussion, reflection or the cycle of improvement for student learning and professional practice	Involvement was called for but not exhibited

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
c. How do I grow and develop professionally? (Danielson, 1996)	Contribute to professional organizations, published literature, and/or professional development opportunities to extend my own teaching practice and that of colleagues	Develop and implement an Individual Professional Development Plan (IPDP) Analyze disaggregated student data, SIP, and appraisal results Set and modify goals considering self-assessment and a variety of sources Complete professional development aligned to the IPDP Demonstrate knowledge and skills acquired from professional development Engage in district initiatives that include the intentional study of my practice	Participate in professional activities to a limited extent when they are convenient	Implementation was called for but not exhibited
d. How do I advocate for students? (Danielson, 1996)	Work within the context of the community or district to ensure that all students receive a fair opportunity to succeed	Make an individual or collaborative effort within the context of a team to challenge negative attitudes and help ensure that all students, particularly those traditionally underserved, are honored in the school and receive a fair opportunity to succeed	Do not actively contribute to some students who are underserved by the school	Implementation was called for but not exhibited
Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
e. How do I establish processes to ensure ongoing parent or guardian communication? (Danielson, 1996)	Adapt or create new strategies for unique student/family needs	Provide frequent information to parents about the instructional program in a variety of ways Provide regular communication with parents/guardians about student progress for learning and behavior Respond to request for parent conferences in a timely manner	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
f. How do I respond to the diverse needs of families when communicating and planning instruction? (Danielson, 1996)	Adapt or create new strategies for unique student/family needs	Provide information in various formats to meet the needs of diverse populations Attend trainings to increase knowledge and understanding of how to effectively communicate with diverse populations	Implement incorrectly or with parts missing	Implementation was called for but not exhibited
g. How do I use available technology as a tool for	Adapt or create new strategies for unique student/family needs	Develop and consistently utilize a defined process for disseminating information and receiving feedback utilizing two-way communication tools such as forum posts in	Implement incorrectly or with parts missing	Implementation was called for but not exhibited

communication with parents and colleagues? (Danielson, 1996)		Moodle, Outlook e-mail or Portal messaging		

Flow Chart depicting the decisions that will be used to assign data to the student growth portion of teacher's evaluations

This does not apply to Center schools that do not take the FCAT

Research and Accountability 2-2012

Start

Do you have a current year Individual value-added score?

—No

—Yes

Do you have at least 2 years of prior Individual data available?

—No

—Yes

Less than 3 years of Individual data= 40% of the evaluation will come from student data

3 years of Individual data=50% of the evaluation will come from student data

End

End

Are you assigned to more than one cost center?

—No

—Yes

Were you in that site for BOTH FTE Survey 2 & 3? (Oct & Feb)

—No

—Yes

Do you have at least 2 years of prior District data available?

—No

—Yes

Less than 3 years of District data=40% of the evaluation will come from district data

3 years of District data=50% of the evaluation will come from district data

End

End

Do you have at least 2 years of prior School data available?

—No

—Yes

Less than 3 years of School-wide data=40% of the evaluation will come from school wide data

3 years of School-wide data=50% of the evaluation will come from school wide data

End

End

Do you have at least 2 years of prior District data available?

—No

—Yes

Less than 3 years of District data=40% of the evaluation will come from district data

3 years of District data=50% of the evaluation will come from district data

End

End

NOTE: Please understand that we are aware that there are some special situations that will not be addressed in this chart. As we obtain more information we will disseminate it to you.

Business Rules for the Student Performance Portion of the Evaluation

1. **If the State provides a current year individual value-added score*, it will be used**
    i. If an individual has at least 3 years of individual data available, the student data portion of the evaluation will count as 50%
    ii. If an individual has less than 3 years of individual data available, the student data portion of the evaluation will count as 40%
2. **If the State does not provide a current year value-added score and the individual is only assigned to ONE school (In BOTH FTE survey 2 & 3),school-wide data will be used**
    i. If an individual has at least 3 years of individual data available, the student data portion of the evaluation will count as 50%
    ii. If an individual has less than 3 years of individual data available, the student data portion of the evaluation will count as 40%
3. **If the individual is assigned to more than ONE school, or transfers and is not at the current site for FTE survey 2 and 3, district value-added data will be used**
    i. If an individual has at least 3 years of individual data available, the student data portion of the evaluation will count as 50%
    ii. If an individual has less than 3 years of individual data available, the student data portion of the evaluation will count as 40%

* The state provides a value-added score when the teacher has two or more students who take FCAT assigned to them

Note: The number of years of data is determined by the number of years the individual has been at a particular level (Individual, School, or District)