

VOLUSIA COUNTY TEACHER ASSESSMENT SYSTEM HANDBOOK



2011-2012

**VOLUSIA COUNTY TEACHER ASSESSMENT SYSTEM
STEERING COMMITTEE**

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DISCLAIMER

This handbook is to be used as a reference guide for assessment of employees represented by the Volusia Teachers Organization (VTO) bargaining unit serving the School District of Volusia County. Changes to these procedures may be recommended by the VCTAS Steering Committee at any time. Such changes will be recommended to the Superintendent for approval by the School Board. Neither the handbook, nor its contents, in any way creates an express or implied contract of employment.

STATEMENT OF PHILOSOPHY

Evaluation is a continuous, cooperative process designed to improve instruction and the performance of students. It is intended to be positive and growth-oriented and based on fundamental principles of effective evaluation and contemporary research in assessment practices. The assessment system shall be applied equitably and shall conform to legally sound evaluation procedures.

GENERAL GUIDELINES

1. Administrators are responsible for training teachers as it relates to their evaluations.
2. Evaluations shall identify strengths as well as weaknesses.
3. Components of the Volusia County Teacher Assessment System (VCTAS) are designed to reflect the performance of teachers and increased student achievement.
4. Evaluations shall be based on observable data or records pertaining to job performance.
5. The principal or administrative designee shall evaluate teachers. All other members of the bargaining unit shall be evaluated by their immediate supervisor.
6. District personnel may be involved in the evaluation process of teachers to provide technical assistance but shall not have primary responsibility for the final evaluation instrument.
7. Modifications or changes in the evaluation system shall be reviewed by the VCTAS Steering Committee and approved by the School Board.
8. VCTAS folders are to follow the teacher and be stored on site for three (3) years. VCTAS folders, older than three years, should be handled per Records Destruction Guide. (See www.volusia.k12.fl.us/fpwebs/armweb.)

DEFINITIONS

The following definitions shall apply to the Volusia County Teacher Assessment System.

(Administrative) Designee – A school (assistant principal) or district-based administrator who observes, conferences with, and evaluates instructional staff (not Teachers on Assignment (TOAs))

Annual Contract Teacher – A teacher who has not attained tenure under the Volusia County Teacher Tenure Law, and whose contract of employment, therefore, is a duration of one year.

Attachments – For annual contract teachers, all documents, signed by the teacher that impact the evaluation, are to be attached to the final evaluation instrument. For tenured teachers, documents are to be attached to the final evaluation in support of “B” or “U” ratings. Other documentation, including awards and citations, may be attached based on the discretion of the administrator. Any document attached to the final evaluation must be signed and dated by the teacher or signed and dated by a witness that the teacher received a copy.

Base school – The base school is the school responsible for payroll.

Exemplars – Indicators used to describe distinguished performance

Evaluation Report – The instrument used to report data collection from classroom observations and teacher support duties during post-conference sessions

Final Evaluation – An evaluation which is completed by April 30 of each school year.

Holiday – Holiday shall be defined as Spring Break, Thanksgiving Break, and Winter Break.

Holistic Evaluation – A method of evaluating performance for its overall quality

Instructional Performance – Behaviors observed during an observation

Instructional Support Performance – Behaviors not necessarily observed during an observation but which can be documented

Instructional Support Teachers – Certified teachers whose primary responsibility is working with other teachers rather than directly with students on a routine basis, example – reading coach

Itinerant Teacher – An itinerant teacher is a teacher who serves more than one location and who will be evaluated by the building-level administrator of the base school (where the paycheck is received). Observations may be conducted by both administrators who will confer on one final evaluation.

Parent Input Form – A form available to parents at each school location for parent input regarding teacher evaluations

Performance of Students – Will be measured by use of data, not evaluation of student performance

Performance Indicator – Describes the overall performance in high impact areas rather than discrete, isolated descriptors

Phase – The various components and timelines for the evaluation process of annual contract teachers

Pre-Observation Conference – A conference that occurs prior to a scheduled observation

Pre-Observation Form – The form used during a conference held prior to the scheduled observation

Professional Performance Final Evaluation Form – Provides the teacher’s final evaluation status and becomes part of the personnel records

Rating – Shows the degree to which the teacher’s performance aligns with performance indicators

Rubric – Provides the holistic evaluation guidelines to determine the rating for each of the nine performance indicators

Scheduled Observation – The observation by the evaluator which typically follows a pre-observation conference

Success Plan – A form which indicates the need to improve performance

Teachers – All instructional personnel included in the bargaining unit

Technical Assistance – Assistance provided to identified teachers by school and/or district-level personnel

Technical Assistance Observation and Conference Report – A form which may be used by technical assistance specialists during post-conferences

Tenured Teachers – Teachers who have earned tenure under the Volusia County Tenure Law

Transfer – A change in position from one school to another or to a district-level position

Unscheduled Observation – A formal observation by the evaluator that occurs without notice

VCTAS PROCEDURES

**Only administrators, not TOAs, may evaluate teachers.
TOAs are to be evaluated as teachers.**

Regarding contract status codes, four (4) indicates tenure; any other digit indicates annual contract.

- 1- First-year annual contract teacher
- 2- Second-year annual contract teacher
- 3- Third-year annual contract teacher
- 4- **Tenured teacher**
- 5- Returned to annual contract status 1
- 6- Returned to annual contract status 3 for fourth year of employment
- 8 - Annual contract DROP teacher
- 9 – Ineligible for tenure

Teachers new to the district who are participants of the **Empowering Educators for Excellence Program (E³)**, both those in the full-year and the modified program, must be evaluated according to all VCTAS procedures for any other annual contract teacher, in addition to meeting the **Empowering Educators for Excellence** Program requirements. **This means that these teachers must complete phases I, II, and III as outlined below for annual contract teachers.**

Annual Contract Teachers must be observed **at least twice** during the school year in accordance with VCTAS guidelines which are described below.

Phase I – Completion by the 80th day, December 7, 2011.

- Pre-Observation Form meeting
- Scheduled VCTAS Observation
- Post-Observation Conference (review of Evaluation Report within 10 working days of observation)
- Unscheduled VCTAS Observations (optional – if conducted, must be followed by review of the Evaluation Report within 10 working days of the observation)

Note: Development of a Record of Counseling or Success Plan, if needed

Note: Phase I may be extended for a teacher who is employed or transferred after the 30th day, **September 26, 2011.**

Phase II – Completion by the 121st day, February 20, 2012.

Since February 20 is a paid holiday for teachers, the Phase II deadline will be **Friday, February 17, 2012.**

- Unscheduled VCTAS Observation(s)
- Post-Observation Conference (review of Evaluation Report within 10 working days of observation)
- Development and/or Review of a Record of Counseling or Success Plan, if needed

Phase III – Completion by *April 30, 2012**

Review of all data pertinent to the evaluation process for the school year

- Final evaluation conference by April 30, 2012
- Development and/or Review of a Record of Counseling or Success Plan, if needed

Tenured Teachers are required to be evaluated in accordance with VCTAS guidelines which are described below.

- One unscheduled VCTAS observation
- Post-observation conference to review the Evaluation Report within 10 working days of the observation
- Conference to review and to complete the final evaluation form
- Development and/or review of a Record of Counseling or Success Plan, if needed
- All of the above completed by **April 30, 2012*****

*** When a teacher is subject to an on-going investigation by the Professional Standards Department or school-based administration, or when a disciplinary action is being processed through the grievance procedure (levels 1, 2 or 3), completion of the final evaluation may be extended beyond April 30, but not beyond June 30.

Note: Additional VCTAS observations of annual contract and tenured teachers may occur when deemed necessary by the administrator.

Electronic Final Evaluations

After April 30, 2012, submit one signed original final evaluation form per teacher to the Office of Employee Performance Assessment, Human Resources, to be received by Friday, May 4, 2012 (address on back cover).

OTHER THAN FULL-YEAR TEACHERS

- A. Phase I may be extended for an annual contract teacher who is **employed or transferred after the 30th day**, September 26, 2011.
- B. **Teachers who transfer to another school during August or September** will be evaluated by the receiving principal.
- C. **Teachers who transfer after September** will require one collaborative final evaluation between the sending and receiving principals.
- D. **When a teacher terminates employment or takes a Leave of Absence before the 121st day, February 9, 2012**, a letter (generated from the electronic final evaluation site) indicating that the teacher has terminated employment or is on a Leave of Absence must be printed and sent to the Office of Employee Performance Assessment by May 4, 2012 (address on back cover).
Note: The administrator may execute a final evaluation if he/she deems it appropriate.
- E. **An annual contract teacher who is employed up until the 121st working day, February 20, 2012**, must complete Phase I and Phase II and the final evaluation.
- F. **All teachers terminating employment or taking a Leave of Absence after the 121st working day, February 20, 2012**, must abide by Phase I and II for annual contract teachers or procedures for tenured teacher and have a completed and signed final evaluation on file before the final date of employment.
- G. **If the final evaluation is not completed prior to the teacher's final date of instruction, or if the teacher is unavailable for signature, but there is sufficient basis for an evaluation**, complete and send two copies of the final evaluation along with a self-addressed, postage paid envelope, by certified mail to the teacher. Send the signed returned copy or the school copy with the signed acceptance receipt to the Office of Employee Performance Assessment by May 4, 2012 (address on back cover).
- H. **Teachers employed after the 121st working day, February 20, 2012**, require a Pre-Observation Form conference (annual contract teachers only), observation and Evaluation Report completed and on file in the school. A signed final evaluation must be completed with a note in the comments section that the evaluation of this teacher is based on "X" number of days of instruction and must be submitted to the Office of Employee Performance Assessment by May 4, 2012 (address on back cover).
- I. **Teachers employed after April 30, 2012**, require a Pre-Observation Form Conference (annual contract teachers only), observation and post-conference to review the evaluation report at least one time prior to the conclusion of the school year. In this case, a letter will replace the final evaluation.

ITINERANT TEACHERS

Itinerant teachers (teachers who serve more than one location) will be evaluated by the building-level administrator of the base school (the school/site responsible for payroll). Observations may be conducted by both administrators who will confer on one final evaluation to be submitted by April 30, 2012.

The following teachers are evaluated by their district-level supervisors with input from the site-based administrator(s):

- Vision Teachers
- Speech/Language Clinicians
- Deaf/Hard of Hearing Teachers
- VAATT Teachers
- Pre-K Instructional Support Teachers
- School Social Workers
- PLUS Case Workers
- School Psychologists
- ESE Placement Specialists
- ESE Program Specialists
- ESE Instructional Support Teachers
- Transition Specialists
- IEP Facilitators

TEACHERS WITH MORE THAN ONE JOB FUNCTION

Teachers with more than one job function, on the same site or shared between sites, should be evaluated as one teacher, not per job function.

DISTRIBUTION OF DOCUMENTS

- A. Teachers shall receive copies of all documents upon which their signatures are required.
- B. Forms and reports shall not be forwarded for placement in the teacher's official personnel file unless the teacher is given an opportunity for a conference to discuss such report with his/her evaluator and receives a signed copy.
- C. After such discussions, the teacher shall sign the form/report. The teacher has the right to submit a written response, which he/she is to sign and date, which shall become a part of the evaluation record.
- D. Folders to be used for storing VCTAS paperwork are available from the warehouse, green for annual contract teachers, red for tenured teachers.

OBSERVATIONS

Under routine circumstances, the length of a scheduled or unscheduled VCTAS observation should be a minimum of **30 minutes**.

Scheduled and unscheduled VCTAS observations shall not occur:

- On the first or last five days of the school year
- On the first or last day of a course
- On the day before or after a holiday
(Holiday shall be defined as Spring Break, Thanksgiving Break, and Winter Break.)
- On an FCAT or other standardized testing date (This does not refer to the test window.) This refers to all teachers, including those who do not administer FCAT or other standardized tests. A formal VCTAS observation may occur during a test make-up day, if circumstances are conducive to a formal observation. However, it would probably be wise to avoid these days, if possible.
- A second scheduled observation may be performed by a qualified observer upon written request of the teacher.

Note: The above exceptions may not be waived by the teacher.

RATING GUIDELINES/RUBRIC FOR FINAL EVALUATION

The following rating guidelines are to be used by administrators when assessing teacher performance.

Distinguished

- **Performance is aligned with exemplars for each performance indicator.**
- **Performance is consistent, exemplary, and represents a model for teachers.**
- **Performance exceeds expectation.**
 - An overall rating of “D” may include some “P” ratings.
 - An overall rating of “D” will not include “B” or “U” ratings.

Note: An overall rating of “Distinguished” must include a “D” in Performance of Students.

Proficient

- **Performance is aligned with exemplars for each performance indicator.**
- **Performance meets expectations.**
 - An overall rating of “P” indicates that the areas of performance are being met in a competent manner. The evaluatee is meeting expectations.
 - An overall rating of “P” may reflect an occasional “D” or “B” rating.
 - An overall rating of “P” may not reflect “U” ratings.

Note: An overall rating of “Proficient” must include a “P” or better in Performance of Students.

Basic

- **Performance is minimally aligned with exemplars for one or more performance indicators.**
- **Performance on one or more of the performance indicators is inconsistent or not evident.**
- **Performance does not adequately meet expectations.**
 - An overall rating of “B” indicates that improvement is necessary. The areas of performance are failing to meet the district's standards.
 - In order to avoid a “U” rating, improvement is required.
 - Improvement must be demonstrated in order for employment not to be in jeopardy.

Note: An overall rating of “Basic” may not include “Unsatisfactory” in Performance of Students.

Unsatisfactory

- **Performance is poorly aligned with exemplars for one or more performance indicators.**
- **Performance is ineffective and unacceptable.**
 - An overall rating of “U” reflects a serious negative impact on continued employment.
 - Performance has been consistently below that which is required.
 - A rating of “U” indicates a persistent inability to fulfill performance areas in an acceptable manner. The prognosis for correcting the deficiencies is not promising.
Specific evidence must justify the “U” rating.
- The superintendent shall notify the Florida Department of Education of any instructional personnel who receives two consecutive unsatisfactory annual evaluations and who has been given written notice by the district that his/her employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, his/her employment.

Note: Fifty percent of the final evaluation will be based on student achievement per state statute.

The following materials are available on-line. Go to the district homepage. Find Departments. Find Human Resources. Find Evaluations. Click on VCTAS.

1. Record of Counseling (MIS# 2008-051)
2. Pre-Observation Form – Annual Contract Instructional Personnel (MIS# 2008-052)
3. Evaluation Report (MIS# 2008-054)
4. Stage I Success Plan (MIS# 2008-055) (Contact Office of Employee Performance Assessment for template and assistance.)
5. Stage II Success Plan (MIS# 2008-056) (Contact Office of Employee Performance Assessment for template and assistance.)
6. Stage III Success Plan (MIS# 2008-056) (Contact Office of Employee Performance Assessment for template and assistance.)
7. Professional Performance Final Evaluation Form – access this document via:
8. Letter of Caution
9. Letter of Reprimand

Volusia County Teacher Assessment System

Pre-Observation Form Annual Contract Instructional Personnel

Teacher _____ School _____

Subject/Assignment _____ Observer _____

Date of Submission _____ Date of Conference _____

This form is to be used during the pre-observation conference with the teacher. The teacher is to complete this form based on the lesson that will be taught and observed. It is to be returned to the evaluator approximately two working days prior to the pre-observation conference.

Content to be taught _____

I. ANALYSIS OF CONTENT

1. Place a check beside each form of knowledge that will be taught during this lesson.
____ Concept ____ Value ____ Principle ____ Rule ____ Skill

2. Define the concept, principle, rule, value, or skill as you will present it to the students during instruction.

3. Describe the method(s) you will use to evaluate that student learning has occurred.

II. IDENTIFICATION OF MATERIALS

1. List the materials that you and your students will use during the lesson.
Materials to be used by the teacher Materials to be used by the students

III. IDENTIFICATION AND SEQUENCING OF ACTIVITIES

1. List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur during the lesson.

TEACHER ACTIVITIES

STUDENT ACTIVITIES

_____	_____
_____	_____
_____	_____
_____	_____

Signature of Teacher

Date

Signature of Evaluator

Date

Volusia County Teacher Assessment System

Evaluation Report (This is not an observation instrument.)
--

Teacher's Name _____ Observation Date _____

Social Security # _____ Site _____

Subject/Area/Grade Level _____

Check one Annual Contract Teacher Tenured Teacher

This evaluation report is to be used by the observer during the post conference to indicate findings. This same report may be used during other conferences to provide information to the instructional staff member regarding performance of instructional and instructional support duties.

Instructional Performance Assessment Criteria

- Comments are required for each area below.
- Checks are to be placed ONLY in areas of concern.
- Checked areas of concern require Records of Counseling or Success Plans.
- For teachers with no student contact, "Ability to Maintain Appropriate Discipline" will be "not applicable."

Performance of Students

Ability to Maintain Appropriate Discipline

Knowledge of Subject Matter

Ability to Plan and Deliver Instruction, and Use of Technology

Ability to Evaluate Instructional Needs

Ability to Establish and Maintain Positive Relationships with Students, Families, and Colleagues

Professional Development

Ethics/Judgment

Policies and Procedures

Teacher's Signature denoting receipt of a copy of this form

Date

Evaluator's Signature

Date

Signature of Witness denoting that teacher received a copy of this Evaluation Report but refused to sign it (Witness signature is necessary only if teacher refuses to sign this Evaluation Report.)

Date

Original: VCTAS Folder at the School/Site

Copy: Teacher

RECORD OF COUNSELING

In evaluating the performance of instructional personnel, issues may occasionally arise for which a Success Plan is not the appropriate vehicle for comment. These performance issues may require immediate change and may not fall within the VCTAS descriptors. A Record of Counseling is designed to provide the employee with a description of these issues or concerns **that were previously discussed during a conference with the teacher.**

The Record of Counseling should be signed and dated by the evaluator and the teacher. A copy is given to the teacher, and the original is retained in the teacher's VCTAS file at the worksite. For annual contract teachers, a third copy of the Record of Counseling should be attached to the final evaluation. The Record of Counseling will be confidential in the year it was prepared and the following year.

Note: For annual contract teachers, all documents, signed by the teacher that impact the evaluation, should be attached to the final evaluation. For tenured teachers, documents signed by the teacher that impact the evaluation should be attached to the final evaluation in support of "B" or "U" ratings. Other documentation may be attached based on the discretion of the administrator.

Volusia County Teacher Assessment System

RECORD OF COUNSELING

Teacher's Name _____ School/Site _____

Social Security Number _____

This form constitutes a Record of Counseling based on our conference held on _____
date

to discuss the following area(s) of concern.

Proper procedures must be followed, meaning two conferences will be required; one to provide the employee with an opportunity to discuss the administrator's concerns, and a second to sign any paperwork, if deemed necessary, resulting from the first conference.

My expectations are that you will _____

I am confident, through your commitment, this will lead to successful performance.

Teacher's Signature denoting receipt of a copy of
this Record of Counseling

Date

Administrator's Signature

Date

Signature of Witness denoting that teacher received a copy of this
Record of Counseling but refused to sign it (Witness signature is
necessary only if teacher refuses to sign this Record of Counseling.)

Date

Note: The teacher has the right to submit a written response (must be signed and dated) which shall become a part of this document.

- Original – Teacher's VCTAS file at the School/Site
- Copies – Teacher and, for annual contract teachers, all documents are to be attached to the final evaluation.
For tenured teachers, documents are to be attached to the final evaluation in support of "B" or "U" ratings.
Other documentation may be attached based on the discretion of the administrator.

Revised: 8/2011
Owner: Human Resources

2008-051-VCS
Print Locally

SUCCESS PLANS/TECHNICAL ASSISTANCE

Success plans and technical assistance are indicators to the teacher that improvement is expected.

STAGE I

Following a classroom observation and/or the discussion of classroom support duties, and/or the completion of an Evaluation Report, the principal/site administrator or designee may have concerns. These concerns should be discussed with the teacher during a conference and may lead to the completion of a Stage I Success Plan with 4 – 6 weeks provided for improvement. **While this is school/site-based technical assistance, the Office of Employee Performance Assessment is available to assist and should be consulted to assure that procedures are followed and that language is clear.** (See back cover for contact information.)

STAGE II

Stage II technical assistance is delivered when an area of concern as evidenced by a Stage I Success Plan shows insufficient improvement. The principal/site administrator or designee informs the teacher that he/she is moving to Stage II technical assistance with 4 - 6 weeks to meet expectations. **At this stage, it is recommended that the principal/site administrator become involved (if he/she is not already involved) with support from the Office of Employee Performance Assessment.** (See back cover for contact information.)

STAGE III

When performance continues to be deficient as evidenced by Stage I and Stage II Success Plans, ***the principal/site administrator** places the teacher into Stage III Technical Assistance. The principal will review Stage I and Stage II documentation, prior to writing a Stage III Success Plan, addressing the area(s) of performance failing to meet satisfactory expectations. Timeline for improvement is 90 calendar days. If sufficient improvement has not been demonstrated by the teacher while in Stage III Technical Assistance, termination of the teacher's employment will be recommended to the school board. **The principal/site administrator, who serves as the evaluator during Stage III, is to work closely with the Office of Employee Performance Assessment at this level of technical assistance.** (See back cover for contact information.)

*Stage III requires a Support Team which is coordinated with the Office of Employee Performance Assessment. The Stage III cannot be implemented until the Support Team is in place.

Volusia County Teacher Assessment System

STAGE 1 SUCCESS PLAN

Teacher's Name _____
 Social Security Number _____

School/Site _____
 Administrator _____

Note: Contact Office of Employee Performance Assessment for Stage I Success Plan template and assistance.

Instructional Performance Assessment Criteria

Check areas of concern.

(√)

Performance of Students	
Ability to Maintain Appropriate Discipline	
Knowledge of Subject Matter	
Ability to Plan and Deliver Instruction, and Use of Technology	
Ability to Evaluate Instructional Needs	
Ability to Establish and Maintain Positive Relationships with Students, Families, and Colleagues	
Professional Development	
Ethics/Judgment	
Policies and Procedures	

First Area of Concern is _____

Details of Concern

Improvement Expected

Recommendations for Improvement

In the interest of saving paper, only one area of concern is shown.

Note: Initials of teacher and administrator are required on each page not containing signatures.

Stage I plan developed on _____ date

Stage I performance assessed on or after _____ date (4-6 weeks).

 Teacher's Signature denoting receipt of a copy of this Success Plan

 Date

 Evaluator's Signature

 Date

 Signature of Witness denoting that teacher received a copy of this Success Plan but refused to sign it (Witness signature is necessary only if teacher refuses to sign this Success Plan.)

 Date

Original: VCTAS File at the School/Site Copies: Teacher and Attached to Final Evaluation

RESULTS OF STAGE I SUCCESS PLAN
for _____

Check one box for each area.

Area 1 is _____

- Area 1 - Performance meets expectations.

- Area 1 - Additional improvement is required. Area 1 will be re-addressed on another Stage I Success Plan with an additional 3-4 weeks provided for assistance, or the current Stage I Success Plan will be extended until _____
(date).

- Area 1 continues to fall below expectations. A Stage II Success Plan will be written.

Note: Do not re-use a Results page. If you are in need of a clean Results page due to extending a plan, contact the Office of Employee Performance Assessment.

Teacher's Signature denoting receipt of a copy of this Success Plan

Date

Evaluator's Signature

Date

Signature of Witness denoting that teacher received a copy of this Success Plan but refused to sign it (Witness signature is necessary only if teacher refuses to sign this Success Plan.)

Date

Original: VCTAS File at the School/Site
Copies: Teacher and Attached to the Final Evaluation

Volusia County Teacher Assessment System

STAGE II SUCCESS PLAN

Teacher's Name _____
 Social Security Number _____

School/Site _____
 Administrator _____

Note: Contact Office of Employee Performance Assessment for Stage II Success Plan template and assistance.

Instructional Performance Assessment Criteria

Check areas of concern.

(√)

Performance of Students	
Ability to Maintain Appropriate Discipline	
Knowledge of Subject Matter	
Ability to Plan and Deliver Instruction, and Use of Technology	
Ability to Evaluate Instructional Needs	
Ability to Establish and Maintain Positive Relationships with Students, Families, and Colleagues	
Professional Development	
Ethics/Judgment	
Policies and Procedures	

First Area of Concern is _____

Details of Concern

Improvement Expected

Recommendations for Improvement

In the interest of saving paper, only one area of concern is shown.

Note: Initials of teacher and administrator are required on each page not containing signatures.

Stage II plan developed on _____ date

Stage II performance assessed on or after _____ date. (4-6 weeks)

 Teacher's Signature denoting receipt of a copy of this Success Plan

 Date

 Evaluator's Signature

 Date

 Signature of Witness denoting that teacher received a copy of this Success Plan but refused to sign it (Witness signature is necessary only if teacher refuses to sign this Success Plan.)

 Date

RESULTS OF STAGE II SUCCESS PLAN
for _____

Check one box for each area.

Area 1 is _____

- Area 1 - Performance meets expectations.
- Area 1 - Additional improvement is required. Area 1 will be re-addressed on another Stage II Success Plan with an additional 3-4 weeks provided for assistance, or the current Stage II Success Plan will be extended until _____ (date).
- Area 1 continues to fall below expectations. A Stage III Success Plan will be written.

Note: Do not re-use a Results page. If you are in need of a clean Results page due to extending a plan, contact the Office of Employee Performance Assessment.

Teacher's Signature denoting receipt of a copy of this Success Plan

Date

Evaluator's Signature

Date

Signature of Witness denoting that teacher received a copy of this Success Plan but refused to sign it (Witness signature is necessary only if teacher refuses to sign this Success Plan.)

Date

Original: VCTAS File at the School/Site
Copies: Teacher and Attached to Final Evaluation

Volusia County Teacher Assessment System

STAGE III SUCCESS PLAN

Teacher's Name _____ School/Site _____
Assignment _____ School Year _____
Social Security Number _____
Principal/Site Administrator's Name _____
Support Team Members' Names _____

Note: Contact Office of Employee Performance Assessment for Stage III Success Plan template and assistance.

Instructional Performance Assessment Criteria

Check areas of concern.

(√)

Performance of Students	
Ability to Maintain Appropriate Discipline	
Knowledge of Subject Matter	
Ability to Plan and Deliver Instruction, and Use of Technology	
Ability to Evaluate Instructional Needs	
Ability to Establish and Maintain Positive Relationships with Students, Families, and Colleagues	
Professional Development	
Ethics/Judgment	
Policies and Procedures	

In the interest of saving paper, only one area of concern is shown.

First Area of Concern is _____

Details of Concern

Improvement Expected

Recommendations for Improvement

Note: Initials of teacher and administrator are required on each page not containing signatures.

Original: VCTAS File at the School/Site
Copies: Teacher and Attached to Final Evaluation

Stage III Success Plan developed on _____.
date

Stage III improvement assessed on or after _____.
(90 calendar days) date

Teacher's Signature denoting receipt of a copy of this
Success Plan Date

Evaluator's Signature Date

Signature of Witness denoting that teacher received
a copy of this Success Plan but refused to sign it
(Witness signature is necessary only if teacher refuses
to sign this Success Plan.) Date

RESULTS OF STAGE III SUCCESS PLAN
for _____

Check one box for each area.

Area 1 is _____

- Area 1 - Performance meets expectations.
- Area 1 – Teacher has demonstrated improvement and will be returned to Stage II Technical Assistance with 3-4 weeks provided for additional improvement.
- Area 1 – Teacher failed to show sufficient improvement. Termination of the teacher's employment will be recommended to the school board.

(Duplicate as needed.)

Teacher's Signature denoting receipt of a copy of this form Date

Evaluator's Signature Date

Signature of Witness denoting that teacher received
a copy of this Success Plan but refused to sign it
(Witness signature is necessary only if teacher refuses
to sign this Success Plan.) Date

Original: VCTAS File at the School/Site
Copies: Teacher and Attached to Final Evaluation



VOLUSIA COUNTY SCHOOLS PARENT INPUT FORM

This form is to be used by parents, teachers, or other interested parties to provide input towards the assessment of teachers.

TEACHER'S NAME: _____

TEACHER'S POSITION: _____

SITE: _____

Comments:

Signature: _____ Date: _____

Please print name: _____

This signed form will be placed in the Principal's correspondence file for a period of one year following the current school year.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

Rule 6A-5.065 is substantially rewritten to read (see Florida Administrative Code for present text):
6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;

- e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.
- (b) Continuous Improvement, Responsibility and Ethics.
1. Continuous Professional Improvement. The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - e. Implements knowledge and skills learned in professional development in the teaching and learning process.
 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Crosswalk of VCTAS – FEAPS - Danielson Framework for Teaching

Volusia County Teacher Assessment	Florida Educator Accomplished Practices	Danielson Framework for Teaching
Performance of Students	<p>2c. Conveys high expectations to all students.</p> <p>4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</p> <p>4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</p> <p>4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</p> <p>4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</p> <p>4e. Shares the importance of outcomes of student assessment data with the student and the students' parent/caregiver(s).</p>	<p>1f. Designing student assessment</p> <p>3d. Using assessment in instruction</p> <p>4b. Maintaining accurate records</p>
Ability to Maintain Appropriate Discipline	<p>2a. Organizes, allocates, and manages the resources of time, space, and attention.</p> <p>2b. Manages individual and class behaviors through a well-planned management system.</p>	<p>2a. Creating an environment of respect and rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p> <p>2e. Organizing physical space</p>
Knowledge of Subject Matter	<p>3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</p> <p>3c. Identify gaps in students' subject matter knowledge.</p> <p>3d. Modify instruction to respond to preconceptions and misconceptions</p> <p>3e. Relate and integrate the subject matter with other disciplines and life experiences.</p> <p>3f. Employ high-order questioning techniques.</p>	<p>1a. Demonstrating knowledge of content and pedagogy</p>
Ability to Plan and Deliver Instruction, and Use of Technology	<p>1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.</p> <p>1b. Sequences lessons and concepts to ensure coherence and required prior knowledge.</p> <p>1c. Designs instruction for students to achieve mastery.</p> <p>1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</p> <p>2g. Integrates current information and communication technologies.</p> <p>2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational</p>	<p>1c. Setting instructional outcomes</p> <p>1d. Demonstrating knowledge of resources</p> <p>1e. Designing coherent instruction</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p>

	<p>goals.</p> <p>3a. Deliver engaging and challenging lessons.</p> <p>4f. Applies technology to organize and integrate assessment information.</p>	
Ability to Evaluate Instructional Needs	<p>1d. Selects appropriate formative assessments to monitor learning</p> <p>1e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</p> <p>2g. Adapts the learning environment to accommodate the differing needs and diversity of students.</p> <p>3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.</p> <p>3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</p> <p>3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.</p> <p>3j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<p>1b. Demonstrating knowledge of students</p> <p>3d. Using assessment in instruction</p>
Ability to Establish and Maintain Positive Relationships with Students, Families, and Colleagues	<p>2d. Respects students' cultural, linguistic, and family background.</p> <p>2e. Models clear, acceptable oral and written communication skills.</p> <p>2f. Maintains a climate of openness, inquiry, fairness, and support.</p> <p>1c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</p>	<p>3a. Communicating with students</p> <p>4c. Communicating with families</p>
Professional Development	<p>1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.</p> <p>1b. Examines and uses data-informed research to improve instruction and student achievement.</p> <p>1d. Engages in targeted professional growth opportunities and reflective practices.</p> <p>1e. Implements knowledge and skills learned in professional development in the teaching and learning process.</p>	<p>4a. Reflecting on teaching</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p>
Ethics/Judgment	<p>2. Professional responsibility and ethical conduct.</p>	<p>4f. Showing professionalism</p>
Policies and Procedures	<p>2. Professional responsibility and ethical conduct.</p>	<p>4f. Showing professionalism</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA			INSTRUCTIONAL SUPPORT
The following exemplars are based on requirements of state statute and Accomplished Practices (found on pages 24-32) adopted by the Florida Department of Education and have been provided to assist administrators when rating teacher performance.	The following guiding questions are based on Accomplished Practices and exemplars and are provided to administrators for their use, as needed, during conferencing with teachers.	The following evaluation report descriptors are taken from Accomplished Practices and Sunshine State Standards and are provided to administrators to assist them with completion of the evaluation report.	The following exemplars are based on requirements of state statute and Accomplished Practices (found on pages 24-32) adopted by the Florida Department of Education and have been provided to assist administrators when rating teacher performance.
<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>

PERFORMANCE OF STUDENTS

<ul style="list-style-type: none"> ▪ Uses a variety of assessment and evaluation instruments to monitor and report student performance ▪ Ability to analyze student achievement data ▪ Ability to provide effective feedback and instructional support based on data analysis 			<ul style="list-style-type: none"> ▪ Uses a variety of assessment and evaluation instruments to support student performance ▪ Ability to analyze student achievement data ▪ Ability to provide effective feedback and instructional support based on data analysis
<p>Use of a variety of assessment and evaluation instruments to monitor and report progress focuses on the use of a variety of archival records, formative assessments and summative instruments to monitor and support student progress. A variety of archival records and assessment instruments will be used and may include, but not be limited to, pre-tests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The distinguished teacher uses on-going formative assessment practices to monitor.</p> <p align="center">(Continued)</p>	<p>Uses a variety of assessment and evaluation instruments to monitor and report progress</p> <ol style="list-style-type: none"> 1. Does the teacher utilize a variety of data to identify student and class strengths and needs prior to planning instruction? 2. Is the teacher aware of students with special needs and does the teacher make appropriate accommodations for ESE, LEP and 504 students based on their individual plan requirements? 3. Is the teacher knowledgeable about the benefits of, and effective uses of, assessment practices to increase <p align="center">(Continued)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses performance-based assessment approaches to determine the student's performance of specified outcomes. <input type="checkbox"/> Constructs or assembles classroom tests and tasks to measure student achievement of objectives. <input type="checkbox"/> Determines entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, observation, and student records. <input type="checkbox"/> Communicates individual student progress knowledgeably and responsibly, based on appropriate. <p align="center">(Continued)</p>	<p>Uses a variety of assessment and evaluation instruments to support student performance focuses on the use of appropriate assessment data that may include a variety of archival records, formative and summative instruments, and survey data to identify student/school/district priorities and needs. The distinguished instructional support teacher tightly aligns services with assessment data results. A variety of archival records and assessment instruments will be used and may include but not be limited to observations, pretests, standardized tests, portfolios, performance-based assessments, anecdotal records, case studies, subject area</p> <p align="center">(Continued)</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>individual student and whole class progress on essential skills and knowledge. Summative assessments are aligned with district/state benchmarks and lesson plan objectives, and the teacher provides multiple opportunities for students to demonstrate learning goals. Student grades represent the degree to which students have mastered expected learning benchmarks and students, regardless of background, demonstrate academic gains. Teachers will be assessed by the degree to which they used the data to impact student learning.</p> <p>Ability to analyze student achievement data focuses on the teacher’s use of data to determine entry level skills, academic deficiencies and strengths, and progress toward learning benchmarks. The distinguished teacher uses data findings to gain insight into problem areas and to modify instruction both for the class as a whole and for individual students. The distinguished teacher makes use of the district data warehouse and other</p> <p>(Continued)</p>	<p>student achievement?</p> <p>4. Does the teacher use formative assessment tools to</p> <p>(1) assess the level of knowledge prior to instruction;</p> <p>(2) guide instruction prior to summative assessments;</p> <p>(3) provide multiple opportunities for students to demonstrate learning goals?</p> <p>5. Do teacher assessments reflect appropriate grade level content, level of complexity in alignment with curriculum maps/state standards?</p> <p>6. Are the teacher’s grades an accurate measure of the degree to which students learned the instructional benchmarks?</p> <p>Note: Lowering a grade based on non-academic behaviors or raising a grade based on behaviors not aligned with essential learning objectives would diminish the validity of a grade. (accuracy)</p> <p>Ability to analyze student achievement data</p> <p>1. Does the teacher effectively analyze a variety of assessments throughout the school year to identify individual student’s entry level skills, deficiencies, strengths and to monitor progress?</p> <p>2. Does the teacher analyze current and historic data to gain insight into teaching effectiveness and to improve their personal instructional effectiveness?</p>	<p>indicators, to the student, parent, and colleagues using terms that students and parents understand.</p> <p><input type="checkbox"/> Uses multiple perspectives to diagnose students’ learning or behavior problems, devises solutions.</p> <p><input type="checkbox"/> Encourages self-assessment by students and assists them in devising personal plans for enhancing performance.</p> <p><input type="checkbox"/> Establishes an environment in which students can validly demonstrate their knowledge and skills.</p> <p><input type="checkbox"/> Reviews assessment data about students to determine entry level skills, deficiencies, academic progress, and personal strengths.</p> <p><input type="checkbox"/> Prepares and uses reports of students’ assessment results.</p>	<p>inventories, program-related inventories, cumulative records, and student services information.</p> <p>Ability to analyze student achievement data focuses on the instructional support teacher’s use of data to determine student/class/school/district-level performance. The distinguished instructional support teacher is an expert in analyzing appropriate data and uses data findings to gain insight into relevant focus areas and to support classroom teachers and other stakeholders to modify instructional plans both for the class as a whole and for individual students. The</p> <p>(Continued)</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>assessment data to identify student and class needs and to monitor student progress.</p> <p>Ability to provide effective feedback and instructional support based on data analysis focuses on timely communication with students and parents regarding student progress. The distinguished teacher provides students with frequent feedback regarding their progress toward benchmarks, offers concrete and specific suggestions for improvement, and provides immediate intervention when problems arise. The distinguished teacher provides accurate and timely feedback and suggestions to support improvement to parents whenever the student is not making adequate academic progress.</p>	<p>Ability to provide effective feedback and instructional support based on data analysis</p> <ol style="list-style-type: none"> 1. Does the teacher consistently use formative as well as summative assessment data to communicate student progress to both students and parents? 2. Does the teacher use formative assessment data to identify student goals and strategies for improvement? 3. Does the teacher use formative assessment data to provide concrete suggestions for parent support prior to summative evaluation? 4. Does the teacher communicate effectively with students and parents whenever students are not making adequate progress? 		<p>distinguished instructional support teacher makes use of the district data warehouse and other assessment data to guide decisions regarding instruction, program offerings, program design, resource needs, and other support services.</p> <p>Ability to provide effective feedback and instructional support based on data analysis focuses on the ability to communicate data findings to appropriate audiences. The distinguished instructional support teacher offers concrete, research-based and specific suggestions for improvement based on data findings, and provides support to students, teachers and/or appropriate stakeholders. The distinguished support teacher is an integral member of the academic support team(s) to which they are assigned. When appropriate, the distinguished instructional support teacher provides feedback, services, and support to parents.</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

ABILITY TO MAINTAIN APPROPRIATE DISCIPLINE

- Establishes and reinforces expectations for classroom behavior
- Uses effective behavioral strategies
- Establishes a consistent classroom management system

- Supports high expectations for classroom behavior
- Uses effective behavioral strategies
- Supports the development and implementation of a consistent classroom management system

EXEMPLARS

GUIDING QUESTIONS

DESCRIPTORS

INSTRUCTIONAL SUPPORT EXEMPLARS

Establishes **and reinforces expectations for classroom behavior** focuses on the establishment of clearly defined classroom rules and consistent responses when students misbehave. The distinguished teacher educates students at the beginning of the school year and continues to reinforce class rules, procedures, expectations, and consequences for failure to exhibit appropriate behavior throughout the year. The distinguished teacher is effective and non-threatening in maintaining classroom control. When students misbehave, teacher response is immediate, consistent, and reinforces positive behavior without harsh reprimands. The teacher meets with disruptive students, other professionals and parents to develop a plan to improve behavior.

- Establishes and reinforces expectations for classroom behavior**
1. Does the teacher establish a clear and reasonable set of expectations at the beginning of the year/course?
 2. Does the teacher consistently review the rules throughout the year, and reinforce the rules when students misbehave?
 3. Is the teacher effective and non-threatening without harsh reprimands in handling disruptive behavior?
 4. Is the teacher able to contain misbehavior quickly with a positive outcome?
 5. Is the teacher proactive and consistent in working with other professionals and parents to develop a behavioral improvement plan when warranted?

- Deals with misconduct, interruptions, and digressions in ways that promote instructional momentum.
- Formulates a standard for student behavior in the classroom.
- Treats all students equitably.
- Uses effective student behavior management techniques.
- Assists in the enforcement of school rules, administrative regulations and board policies.
- Recognizes students exhibiting potentially disruptive behavior and offers alternative strategies.
- Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
- Applies rules and standards consistently and equitably.
- Designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs.

(Continued)

Supports high expectations for classroom behavior focuses on the instructional support teacher's role to assist in establishing high expectations for individual/classroom, school-wide behavior. The distinguished instructional support teacher collaborates, as appropriate, with classroom teachers and other colleagues to identify and consistently articulate rules and procedures. When providing direct classroom assistance, the distinguished instructional support teacher models high expectations for behavior.

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Uses effective behavior strategies focuses on the use of effective strategies that minimize the opportunity for disruptive behavior and that promote student learning. The distinguished teacher demonstrates awareness of all students' behavior and uses a variety of strategies to prevent misbehavior including but not limited to the use of humor, non-verbal gestures, proximity-control for off-task behavior, lesson variety that includes active student involvement, eye contact, and frequent circulation throughout the classroom. When disruptions occur, the distinguished teacher attends to the problem and quickly returns to the lesson with minimal loss of momentum.</p> <p>Establishes a classroom management system focuses on the implementation of a classroom management system that includes daily processes for housekeeping tasks, effective transitions between activities, and efficient handling of materials, technology tools, and resources. The distinguished teacher choreographs the daily routine to maximize academically-engaged time and to minimize opportunities for off-task behavior and breaks in the flow of the lesson.</p>	<p>Uses effective behavior strategies</p> <ol style="list-style-type: none"> 1. Does the teacher effectively organize the classroom and lesson delivery model to minimize the opportunity for disruption and off-task behavior? 2. Is the teacher aware of student attentiveness or off-task behavior in all parts of the classroom? 3. Is the teacher knowledgeable about, and effective in, the use of research-based behavioral strategies? 4. Does the teacher deal with behavioral issues quickly without a loss of instructional momentum? <p>Establishes a classroom management system</p> <ol style="list-style-type: none"> 1. Does the teacher establish a classroom management system for all daily activities? 2. Is the management system achieving the goal? 3. Can students explain classroom rules and daily procedures? 4. Do students spend most of their time engaged in academic learning tasks with minimal loss of focus? 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses smooth and efficient transitions to maintain instructional momentum. <input type="checkbox"/> Maintains academic focus of students by use of varied motivational devices. <input type="checkbox"/> Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task. 	<p>Uses effective behavioral strategies focuses on the use of effective strategies that minimize the opportunity for disruptive behavior and that promote student learning. The distinguished instructional support teacher supports efforts to identify and implement a variety of strategies to prevent misbehavior and to teach appropriate alternatives. The distinguished instructional support teacher demonstrates expertise in aligning strategies with specific needs and that result in improved behavior. When providing direct classroom assistance, the distinguished instructional support teacher models best practices related to behavior management.</p> <p>Supports the development and implementation of a consistent classroom management system focuses on the support provided in developing and implementing a consistent management systems. The distinguished instructional support teacher provides non-judgmental feedback related to behavioral management needs and provides recommendations for improvement. Recommendations are and reflect research-based best practice relevant to the situation.</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

KNOWLEDGE OF SUBJECT MATTER

- Ability to communicate complex subject matter to a diverse student population.
- Currency of content knowledge and educational best practices

- Supports high expectations for classroom behavior
- Uses effective behavioral strategies
- Supports the development and implementation of a consistent classroom management system

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Ability to communicate complex subject matter to a diverse student population focuses on the teacher’s ability to articulate subject matter in a manner that enables students to learn. Explanations are complete, accurate, include the specialized vocabulary and language of the content area, and include material beyond what is found in the text. The distinguished teacher uses his/her breadth and depth of knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area. The distinguished teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge. The teacher draws from a variety of examples, references, materials, and technologies of the subject field in developing learning activities for students and is able to adjust the lesson based on levels of individual abilities.</p>	<p>Ability to communicate complex subject matter to a diverse student population</p> <ol style="list-style-type: none"> 1. Does the teacher demonstrate command of the subject matter? 2. Is the teacher able to vary explanations, vocabulary, and examples to accommodate differences in instructional level and learning style <i>without</i> lowering academic expectations? 3. Does the teacher effectively use his/her depth of knowledge to expand on the topic by including interesting examples, anecdotes, and perspectives? 4. Does the teacher draw from a wide variety of quality subject-related resources to develop interesting, high quality lessons? 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates distinguished knowledge and understanding of the subject matter. <input type="checkbox"/> Communicates accurate knowledge of subject matter in a language and style appropriate to the learner. <input type="checkbox"/> Presents forms of knowledge such as concepts, laws, and law-like principles, academic rules, and value knowledge. <input type="checkbox"/> Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view. <input type="checkbox"/> Reviews and evaluates materials, technology and resources to determine its appropriateness for <input type="checkbox"/> Exhibits competence and enthusiasm for the subject area(s) being taught. 	<p>Ability to communicate research-based best practices in the field to appropriate stakeholder audiences focuses on the instructional support teacher’s ability to articulate clearly recommendations and pertinent information in a manner that enables the target audience to improve performance. Explanations are complete, accurate, and include the specialized vocabulary and language of the field as appropriate for the stakeholder audience. The distinguished instructional support teacher uses his/her breadth and depth of knowledge to develop cohesive, comprehensive support services and demonstrates a repertoire of skills that includes effective coaching strategies, the ability to provide useful feedback and the ability to vary the support services as needed. The distinguished support teacher is an expert in the field and draws from a variety of resources to develop support services, recommendations and activities and is able to adapt recommendations and responses as needed.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Currency of content knowledge and educational best practice focuses on the teacher's commitment to expand his/her knowledge and to keep abreast of strategies and resources which will enhance teaching. The distinguished teacher continually updates knowledge of his/her subject field including both content and instructional practices. The distinguished teacher participates in curriculum development activities and collaborates with other colleagues to share content expertise and to expand subject knowledge and interdisciplinary connections.</p>	<p>Currency of content knowledge and educational best practice</p> <ol style="list-style-type: none"> 1. Does the teacher maintain currency of subject area knowledge? 2. Does the teacher seek a variety of venues to stay current in his/her subject area (may include, but not limited to, professional development workshops, professional journals, conferences, participation in professional organizations)? 3. Does the teacher serve as a mentor or leader in sharing content expertise with peers? 	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning. <input type="checkbox"/> Uses data from his/her own learning environments, e.g. classroom observations, audio/video recordings, student results and feedback, and research as a basis for reflecting upon subject matter and experimenting with personal teaching practices. <input type="checkbox"/> Continues to expand his/her own repertoire of knowledge and professional experiences, e.g. publishing, conducting in-service activities, mentoring colleagues, and utilizing research appropriately 	<p>Currency of content knowledge and educational best practice focuses on the instructional support teacher's commitment to expand his/her knowledge and to keep abreast of strategies and resources which will enhance student performance. The distinguished instructional support teacher continually updates knowledge of his/her field. The distinguished teacher participates in professional activities and collaborates with other colleagues to share expertise and to expand and improve professional practice.</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

ABILITY TO PLAN AND DELIVER INSTRUCTION AND USE OF TECHNOLOGY IN THE CLASSROOM

- Ability to plan.
- Ability to deliver instruction
- Use of technology in the classroom

- Ability to Plan
- Ability to deliver instructional support services
- Use of technology to support increased student performance

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Ability to plan focuses on the quality of teacher preparation with regards to the alignment of instruction with state standards, clarity of learning objectives and desired outcomes, incorporation of a variety of instructional strategies and resources that provide for both reinforcement and enrichment opportunities for students and that include interdisciplinary connections. The distinguished teacher plans individually and with other teachers to design differentiated learning experiences that promote high standards, meet student needs and interests and that demonstrate a clear connection between goals, learning activities, and assessments. Lesson plan activities utilize a variety of support and enrichment activities and materials as well</p> <p>(Continued)</p>	<p>Ability to Plan</p> <ol style="list-style-type: none"> 1. Do the teacher’s lesson plans provide a clear and coherent plan to deliver high quality instruction aligned with challenging state/district standards? 2. Do lesson plans reflect activities and strategies to meet the needs of all students through a variety of activities including enrichment and reinforcement opportunities? 3. Are selected activities directly and specifically aligned with the learning objectives? 4. Are lessons designed to promote creativity, innovation, critical reading and problem solving skills? 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes short-and long-range goals based on student needs and district and state curriculum. <input type="checkbox"/> Plans and prepares lessons and strategies which support the School Improvement Plan. <input type="checkbox"/> Plans and prepares lessons which are high quality, meaningful, and engaging. <input type="checkbox"/> Plans and prepares high-quality instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. <input type="checkbox"/> Identifies, selects, and modifies instructional materials to meet the needs of students with varying backgrounds, learning styles, and special needs. <p>(Continued)</p>	<p>Ability to plan focuses on the instructional support teacher’s ability to develop cohesive, comprehensive services based on student/school/district needs and research-based best practices. The distinguished instructional support teacher plans individually and with other educators to design support services that promote high standards and aligns with research-based best practices that meet student/class/school/district needs. The distinguished instructional support teacher actively seeks input and feedback from multiple stakeholders and revises and refines support services as needs arise. Support services are focused on specific, clearly defined goals with timelines and accountability</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>as open-ended projects and other activities that are rigorous, creative and innovative. and analyze information, The distinguished teacher develops lesson activities that require students to gather and analyze information, solve problems, and draw conclusions.</p> <p>Ability to deliver instruction focuses on the quality of classroom performance with regards to clarity of directions, presentation of the lesson, levels of student engagement, and effective use of time. The distinguished teacher provides clear, understandable directions for instructional activities and routines. Students are made aware of the desired learning outcomes. The distinguished teacher presents content using multiple methods and strategies to reinforce key concepts. Activities are differentiated and include a variety of small and whole group settings that promote high levels of student engagement and involvement. The teacher varies his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic) in relation to the purposes of instruction and the students' needs. Throughout the lesson, the teacher monitors student work and provides instructive feedback and assistance. The teacher incorporates higher order questioning techniques to assess student</p> <p>(Continued)</p>	<p>Ability to Deliver Instruction</p> <ol style="list-style-type: none"> 1. Does the teacher consistently provide clear, complete directions for all activities and routines without losing instructional momentum? 2. Are students aware of the expected learning outcomes? 3. Does the teacher consistently select a variety of methods and strategies (include small and whole group instruction) to ensure that all students learn key concepts? 4. Are all students actively and consistently engaged in the lesson? 5. Does the teacher demonstrate a comfort level for assuming a variety of roles (lecturer, instructor, coach, mentor, facilitator, audience, critic) as needed to facilitate learning? 6. Is the teacher skillful at asking and supporting students to respond to challenging higher order questions and challenging problems and situations? 7. Does the teacher consistently reinforce essential learning objectives throughout <p>(Continued)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Diagnoses the entry level knowledge of students and/or skills of students for a given set of instructional objectives by using diagnostic tests, teacher observation and student records. <input type="checkbox"/> Recognizes patterns of physical, social, and academic development in all students and assists these students in their areas of needs. <input type="checkbox"/> Plans fit time schedule and have additional enrichment activities available. <input type="checkbox"/> Spends more time on instruction than procedures. <input type="checkbox"/> Follows efficient method/schedule for attendance and materials distribution. <input type="checkbox"/> Alerts students to critical/essential information. <input type="checkbox"/> Provides effective pacing and smooth transitions during the lesson. <input type="checkbox"/> Assists students in effective time management and does not over-dwell on topics. <input type="checkbox"/> Presents appropriate directions for carrying out instructional activities. <input type="checkbox"/> Stimulates and directs student thinking during lessons. <input type="checkbox"/> Continuously checks for student comprehension by using appropriate questioning techniques. <input type="checkbox"/> Provides for practice to promote student learning and retention, responds to student talk in ways that <p>(Continued)</p>	<p>Ability to deliver instructional support services focuses on the quality of performance with regards to the delivery of services. The distinguished instructional support teacher provides clear, understandable recommendations and information and presents content using multiple methods and strategies to reinforce key concepts. The instructional support teacher varies his/her role in the support process (instructor, coach, mentor, facilitator, audience, critic, expert consultant) in relation to the stakeholder needs. For those instructional support teachers that provide instructional delivery support, classroom demonstrations represent best practice models for teachers. Classroom demonstrations include a variety of strategies designed to meet diverse learner needs. Throughout the support process, the instructional support teacher monitors progress and provides instructive feedback and assistance to appropriate stakeholder groups.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>learning and is able to vary the lesson plan as the need arises.</p> <p>Use of technology in the classroom focuses on the use of technology tools to plan and deliver instruction and to monitor and improve student learning. The distinguished teacher uses a variety of appropriate learning media, computer applications, and other technology to develop instructional materials, to address student needs, and to enhance instruction. Adaptive technologies are used to accommodate special needs as appropriate. Lessons incorporate a range of instructional technologies including but not limited to the Internet, CD-ROM, interactive video, videotaping, calculators, PowerPoint presentations, and electronic libraries as appropriate. Technology tools are used to construct teaching materials, as well as to provide students with opportunities to collect, gather, and share information with others. The distinguished teacher makes use of the district data warehouse and other available technology tools to identify student and class needs and to monitor student progress.</p>	<p>the lesson?</p> <p>8. Does the teacher consistently assess the degree to which students are demonstrating mastery of key learning objectives?</p> <p>9. Does the teacher consistently provide positive, supportive, and accurate feedback during the lesson delivery?</p> <p>Use of Technology in the Classroom</p> <p>1. Does the teacher incorporate a variety of appropriate technology tools to deliver instruction?</p> <p>2. Is the teacher knowledgeable about and comfortable with the use of technology tools to deliver instruction?</p> <p>3. Are technology tools used effectively to provide support to special needs students when needed?</p> <p>4. Does the teacher use district-provided technology tools (data warehouse, SCANTRON assessment system, PowerPoint, EXCEL, and Word processing tools) to improve planning and instruction?</p> <p>5. Does the teacher provide opportunities for students to use technology tools to gather information and to share information?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> encourage and engage student participation while maintaining academic focus. <input type="checkbox"/> Provides feedback to students on the appropriateness of their responses. <input type="checkbox"/> Uses verbal and nonverbal communication that promotes student learning. <input type="checkbox"/> Uses a variety of instructional techniques, instructional materials, computer applications and other technology to promote student learning. <input type="checkbox"/> Teaches students to use available technology appropriate to facilitate learning. <input type="checkbox"/> Uses available high quality technology in the classroom to promote increased learning. <input type="checkbox"/> Presents rules, laws, and concepts at different levels of complexity so they are meaningful to students at varying levels of development. <input type="checkbox"/> Uses FCAT preparation activities. <input type="checkbox"/> Provides for individualized study. <input type="checkbox"/> Uses manipulatives and other hands-on materials that encourage increased learning. <input type="checkbox"/> Uses the internet as a resource. <input type="checkbox"/> Uses technology and software programs in the classroom appropriately. <input type="checkbox"/> Uses strategies and techniques to enhance critical thinking skills in students. <input type="checkbox"/> Uses available technology to construct lessons and assessment materials. 	<p>Use of technology to support increased student performance focuses on the use of technology tools to plan and deliver support services and to monitor and improve student learning. The distinguished instructional support teacher uses a variety of appropriate technology tools, learning media, and computer applications, to construct support materials and to improve support services. Adaptive technologies are used to accommodate special needs as appropriate. The distinguished instructional support teacher makes use of the district data warehouse and other available technology tools to identify student/class/school/district needs and to monitor student progress.</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

ABILITY TO EVALUATE INSTRUCTIONAL NEEDS

- Ability to evaluate instructional needs
- Ability to differentiate instruction to meet diverse student needs.
- Ability to vary classroom arrangement, materials, and equipment based on student needs.

- Ability to evaluate instructional needs
- Ability to differentiate support services to meet diverse needs
- Ability to model or recommend a variety of classroom arrangements, materials and equipment that maximize student learning

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Ability to evaluate instructional needs focuses on the use of assessment tools to identify student needs. The distinguished teacher uses a variety of assessment data and anecdotal records to identify individual student needs. When learning deficiencies are identified, the distinguished teacher uses diagnostic tools to determine the problem area and collaborates with other professionals and support staff to gather further information and to develop a support plan. The distinguished teacher uses ongoing formative assessments to monitor student progress and varies instruction based on the results.</p>	<p>Ability to Evaluate Instructional Needs</p> <ol style="list-style-type: none"> 1. Does the teacher check archival records to determine specific student needs? 2. When learning deficiencies are detected, does the teacher use diagnostic tools to identify the problem area? 3. Does the teacher actively collaborate with other professionals to develop a support plan for students who are consistently not making adequate progress? 4. Is the teacher knowledgeable about and effective in the use of formative assessment to monitor student progress? 5. When students are not making adequate progress, does the teacher use the data to modify the instructional plan? 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops effective assessment strategies to assist the continuous development of students. <input type="checkbox"/> Assists in interpreting data for diagnostic purposes to be used for planning and program evaluation. <input type="checkbox"/> Establishes appropriate testing environments and testing securities. <input type="checkbox"/> Manages materials and equipment effectively. <input type="checkbox"/> Maintains neat and orderly classroom. <input type="checkbox"/> Arranges classroom so as to see all students, at all times. <input type="checkbox"/> Creates a positive learning environment through effective use of bulletin boards, displays, learning centers, and other methods. Keeps these tools updated and fresh. <p style="text-align: center;">(Continued)</p>	<p>Ability to evaluate instructional needs focuses on the use of assessment tools to identify student/class/school/district needs. The distinguished instructional support teacher analyzes a variety of assessment data and anecdotal records to identify priorities. The distinguished instructional support teacher possesses expert-level knowledge regarding the needs and characteristics of the student population(s) to which they are assigned. When priorities are identified, the distinguished instructional support teacher collaborates with other professionals and support staff to gather additional information and to identify appropriate services. The distinguished instructional teacher continually assesses progress, seeks feedback, and varies support services based on the results. The distinguished instructional support teacher identifies distinguished educators whose practices result in increased performance and that serve as models for other teachers</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Ability to differentiate instruction to meet diverse student needs focuses on the teacher's ability to implement learning opportunities appropriate to the student learning style, linguistic and cultural heritage, experiential background and developmental level. The distinguished teacher makes provision for these differences in his/her lessons and assessment practices. The distinguished teacher collaborates with other professionals, family, and support staff to ensure appropriate services and to build a comprehensive learning plan. The distinguished teacher recognizes when students have difficulty with the reading process and includes appropriate measures to improve reading comprehension in the content area.</p> <p>Ability to vary classroom arrangement, materials, and equipment based on student needs focuses on the physical arrangement of the classroom and on the selection of appropriate materials and equipment to accommodate diverse student needs. The distinguished teacher maintains a safe, orderly, attractive classroom and utilizes classroom space to maximize student learning. The classroom arrangement allows for teacher interaction with all students. The physical arrangement of the room is altered to accommodate large and small group activities. Displays of student work, bulletin boards, word walls, learning</p> <p style="text-align: right;">(Continued)</p>	<p>Ability to Differentiate Instruction to meet Diverse Student Needs</p> <ol style="list-style-type: none"> 1. Does the teacher recognize differences in learning styles, linguistic and cultural backgrounds and developmental level among his/her students? 2. Does the teacher effectively and consistently provide provisions for student differences in lesson activities, assignments, and assessment practices? 3. Does the teacher proactively work with a team of professionals, family and support staff to build a comprehensive learning plan for students who need extra attention (both remedial and enrichment support)? 4. Does the teacher incorporate effective content area reading strategies to improve content area vocabulary and comprehension? <p>Ability to Vary Classroom Arrangement, Materials, and Equipment Based on Student Needs</p> <ol style="list-style-type: none"> 1. Is the teacher's classroom arranged to provide a safe, orderly, and attractive classroom? 2. Does the classroom arrangement promote student interaction, and effective use of equipment and materials? 3. Does the teacher vary classroom space to accommodate small and whole group instruction as needed? <p>Does the classroom arrangement allow for consistent student-teacher interaction</p> <p style="text-align: right;">(Continued)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Properly stores teaching materials, textbooks and other classroom equipment in a safe and secure manner. <input type="checkbox"/> Organizes room space to promote learning opportunities. <input type="checkbox"/> Maintains academic focus of students by use of a variety of motivational devices. <input type="checkbox"/> Takes precautions to protect students, equipment, materials, and facilities. <input type="checkbox"/> Establishes a set of classroom routines and procedures for utilization and care of materials. <input type="checkbox"/> Maintains physical arrangement that permits movement and learning activities. <input type="checkbox"/> Documents student progress through a variety of methods: Student Data warehouse, anecdotal records, classroom tests, observational checklists, performance demonstrations, portfolio assessment, product assessment, standardized assessments, student assessment records, etc. <input type="checkbox"/> Accurately reflects student progress on interim progress reports and report card grades. <input type="checkbox"/> Relates evaluation and student work to lesson objectives. <input type="checkbox"/> Uses appropriate assessment techniques to meet the individual needs of all students by diagnosing strengths and weaknesses in order to direct <p style="text-align: right;">(Continued)</p>	<p>Ability to differentiate instruction to meet diverse needs focuses on the instructional support teacher's ability to provide support services appropriate to the situation. The distinguished instructional support teacher makes provision for student/class/school differences in his/her support services and practices. The distinguished instructional support teacher collaborates with other stakeholders as appropriate to ensure quality services and to build a comprehensive support system.</p> <p>Ability to model or recommend a variety of classroom arrangements, materials and equipment that maximize student learning focuses on the ability to support classroom environments that increase teacher effectiveness. The distinguished instructional support teacher effectively analyzes the classroom setting, identifies needs, and makes recommendations that promote an optimum learning environment. <i>(Note: In a limited number of cases, instructional support teachers have a minimal, indirect role with regards to classroom environments and should not be penalized on the evaluation rating.)</i></p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>centers, and appropriate educational posters pertinent to classroom instruction are evident. (Roving teachers should not be penalized when they do not have the opportunity to meet this criterion). The distinguished teacher carefully selects materials and equipment that reinforce the learning objective, that assist all students in the learning process and that reflect the developmental levels, linguistic and cultural heritage, and experiential background of the class members. Materials such as manipulatives, maps, lab equipment and other hands-on materials appropriate to the lesson are utilized by students on an on-going basis. Materials and equipment are well organized for easy access and use.</p>	<p>student-teacher interaction?</p> <p>4. Are student work samples, relevant instructional posters, and word walls, evident throughout the year?</p> <p>5. Does the teacher select and use a variety of instructional materials to meet the needs of a diverse student population?</p> <p>Note: Materials should reflect the developmental level, cultural and linguistic background, and experiential background of the class.</p> <p>Are appropriate manipulatives, maps and globes, lab equipment, calculators, and other hands-on materials utilized by students on an ongoing basis? Are they well organized for easy access and use?</p>	<p>instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructs or assembles classroom assessments to measure student performance based on district curriculum outcomes and Sunshine State Standards. <input type="checkbox"/> Selects or develops appropriate assessment instruments related to specific learning objectives. <input type="checkbox"/> Evaluates student progress based on ongoing formal and informal assessment techniques and provides timely and appropriate feedback to students. <input type="checkbox"/> Utilizes assessment data to diagnose strengths and weaknesses in order to direct instruction. 	

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

ABILITY TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS WITH STUDENTS, FAMILIES AND COLLEAGUES

- Ability to establish a classroom environment conducive to learning
- Ability to establish positive personal relationships
- Collaborates with colleagues to provide for student needs

- Ability to establish environments conducive to collaboration
- Ability to establish positive personal relationships
- Collaborates with colleagues to provide for support services

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Establishes a classroom environment conducive to learning focuses on the teacher’s ability to create a safe, positive, professional classroom climate that is accepting, on task, and produces results. The distinguished teacher communicates to all students high expectations for learning. The teacher encourages risk-taking and gives positive and fair feedback about student performance. The teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles and abilities. Students are actively engaged in classroom activities and the teacher works</p> <p style="text-align: center;">(Continued)</p>	<p>Establishes a Classroom Environment Conducive to Learning</p> <ol style="list-style-type: none"> 1. Does the classroom environment consistently support a positive, supportive learning experience for all students? 2. Are students comfortable to ask questions, respond to teacher questions, and to engage in academic dialogue? 3. Are all students treated with respect? 4. Are all students given equal opportunity to participate in class discussion and activities? 5. Does the teacher encourage academic risk-taking with positive, accurate and honest feedback? 6. Is teacher interaction professional, free of sarcasm, disparaging personal remarks, and personal criticism 7. Is teacher interaction free of cultural, linguistic, or personal bias? 8. Does the teacher encourage and support student engagement in all classroom activities? 9. Does the teacher actively collaborate with student groups and with individual students to facilitate learning? 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses effective communication techniques with students, families, and colleagues. <input type="checkbox"/> Collaborates with peers to enhance the instructional environment. <input type="checkbox"/> Uses teaching and learning strategies that reflect each student’s culture, learning style, special needs, and socio-economic background. <input type="checkbox"/> Works with various education professionals, parents, and other stakeholders in the continuous improvement of educational experiences of students. <input type="checkbox"/> Proposes ways in which families can support and reinforce classroom goals, objectives and standards. <p style="text-align: center;">(Continued)</p>	<p>Ability to establish environments conducive to collaboration focuses on the instructional support teacher’s ability to create a safe, positive, professional climate that is accepting, on task, and produces results. The distinguished instructional support teacher communicates in a non-judgmental manner support recommendations based on best practice. The distinguished instructional support teacher encourages risk-taking, and provides positive, fair feedback about performance. The distinguished instructional support teacher models good communication skills and creates an atmosphere that encourages mutual respect and appreciation of different cultures,</p> <p style="text-align: center;">(Continued)</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Collaboratively with groups and individual students to facilitate learning.</p> <p>Ability to establish positive personal relationships focuses on the teacher’s ability to communicate and work with students, parents and other colleagues to promote student success. Communication with students is positive, professional and supportive. The distinguished teacher consistently shares ideas and materials with colleagues, communicates effectively and positively to find solutions as issues arise. The distinguished teacher is actively involved in the school improvement process and other school activities. The distinguished teacher creates and models alternative strategies for establishing and maintaining relationships with family members to increase student achievement.</p>	<p>Ability to Establish Positive Personal Relationships</p> <ol style="list-style-type: none"> 1. Does the teacher consistently and effectively communicate with parents and other colleagues to promote student success? 2. Does the teacher provide specific details regarding student progress as well as concrete and positive suggestions for improvement strategies for parents and other professionals? 3. Does the teacher consistently offer to share materials and strategies with peers? 4. Is the teacher actively involved in school-wide school improvement activities or other professional learning community opportunities? 5. Does the teacher initiative creative strategies or effective processes for working with family members in support of student achievement? 	<p>guiding students in academic and personal growth.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confers with students and their families to provide explicit feedback on student progress and assists families in guiding students in academic and personal growth. <input type="checkbox"/> Serves as a student advocate. <input type="checkbox"/> Works cooperatively with colleagues and other adults in informal settings and formal team structures to meet students’ educational, social, linguistic, cultural, and emotional needs <input type="checkbox"/> Uses knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts. <input type="checkbox"/> Communicates with families including those of culturally and linguistically diverse students to become familiar with the students’ home situation and background. <input type="checkbox"/> Communicates with colleagues, school, specialists, administrators, and families consistently and appropriately. <input type="checkbox"/> Encourages students desire to receive and accept constructive feedback on individual work and behavior. <input type="checkbox"/> Provides students with opportunities to learn from each other. <p>(Continued)</p>	<p>learning styles and abilities. The distinguished instructional support teacher works collaboratively with groups and individuals to promote increased student performance.</p> <p>Ability to establish positive personal relationships focuses on the instructional support teacher’s ability to communicate and work collaboratively with appropriate stakeholders to promote student success. Communication is positive, professional and supportive. The distinguished instructional support teacher consistently shares ideas and materials with colleagues, communicates effectively and positively to work out solutions as issues arise. The distinguished instructional support teacher creates and models alternative strategies for establishing and maintaining relationships with appropriate stakeholders to increase student achievement.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Collaborates with colleagues to provide for student needs focuses on the teacher's interaction with other professionals to provide student support services as needed. The distinguished teacher works collaboratively with a wide range of personnel to ensure appropriate intervention for behavioral and learning problems and enrichment opportunities for acceleration as needs arise</p>	<p>Collaboration with Colleagues to Provide for Student Needs</p> <ol style="list-style-type: none"> 1. Does the teacher actively collaborate with other professionals to provide student support as needed? 2. Is the teacher knowledgeable about the support resources available? 3. Does the teacher initiate discussion when needs arise rather than waiting for the system to respond? 4. Is the teacher equally aware of and responsive to students who have acceleration and enrichment needs as he/she is to students who have behavioral and learning needs? 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates high expectations to all students. <input type="checkbox"/> Uses incentives and consequences to promote excellence. <input type="checkbox"/> Uses smooth and efficient transitions. <input type="checkbox"/> Responds to student talk in ways that encourage student participation and maintains academic focus. <input type="checkbox"/> Uses feedback procedures that give information to the student about the appropriateness of his/her response. <input type="checkbox"/> Works harmoniously with others. <input type="checkbox"/> Refers students for proper screening. i.e. psychological, speech clinician, visual, hearing, etc. <input type="checkbox"/> Contacts social workers and parents when excessive absentees or tardies occur. <input type="checkbox"/> Acts as a classroom facilitator helping students obtain knowledge, skills, and values. <input type="checkbox"/> Works with groups and individuals using techniques and strategies to enhance learning experiences. i.e. student presentations, class discussions, cooperative learning groups and pairs, manipulatives, technology, and other activities. <input type="checkbox"/> Uses procedures and practices which exemplify sensitivity to students' needs and feelings. <input type="checkbox"/> Maintains poise and self-control essential for effective performances. <input type="checkbox"/> Initiates and participates with colleagues to assist and provide (Continued) 	<p>Collaborates with colleagues to provide for support services focuses on the instructional support teacher's interaction with other professionals to provide support services as needed. The distinguished teacher initiates contact with appropriate colleagues when needs arise and works collaboratively with a wide range of personnel to ensure appropriate intervention for behavioral and learning problems and enrichment opportunities for acceleration as needs arise.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
		<input type="checkbox"/> Works with colleagues when it is necessary to schedule students outside the regular classroom for activities. <input type="checkbox"/> Maintains confidentiality in using school communications and information. <input type="checkbox"/> Relates and interacts well with all staff members, students, parents and others	

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

PROFESSIONAL DEVELOPMENT

- Updates content knowledge and current educational practice
- Shares knowledge with colleagues
- Supports the professional growth of other educators

- Updates content knowledge and current educational practice
- Shares knowledge with colleagues
- Supports the professional growth of other educators

EXEMPLARS

GUIDING QUESTIONS

DESCRIPTORS

INSTRUCTIONAL SUPPORT EXEMPLARS

Updates content knowledge and current educational practice focuses on the teacher's commitment to ongoing professional development to update content knowledge, educational practice and to be a lifelong learner. The distinguished teacher's continued professional improvement is characterized by participation in a variety of professional development opportunities. These opportunities may include but are not limited to workshops and conferences, National Board Certification process, professional organizations and meetings, professional endorsement programs, advanced coursework, action research projects, and school/community committees. The distinguished teacher designs, implements and achieves the goals of his/her individual professional development plan based on student achievement data needs.

Updates Content Knowledge and Current Educational Practice

1. Is the teacher continually seeking opportunities to update content knowledge and instructional practice?
2. Does the teacher's professional development plan go beyond the minimum requirements for certification?
3. If the teacher is required to hold reading or ESOL endorsement, is the teacher on track to complete the endorsement by the mandated deadline?
4. If the teacher holds a temporary certificate, is the teacher on track to complete all requirements?
5. Does the teacher participate in a variety of professional development beyond local workshops such as professional meetings and conferences, participation on professional organizations, National

(Continued)

- Assists others in acquiring skills and knowledge in a specific area of responsibility, if applicable.
- Initiates and engages in continuing professional growth through in-service classes, study, completing the individual professional development plan, and keeping abreast of recent developments in education.
- Conducts a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- Engages in continuous professional quality improvement for self, students, and school.
- Provides information, in-service, or training for other faculty members.
- Shares relevant information about teacher's area of responsibility
- Serves on teams for the orientation and induction of teachers new to the

(Continued)

Updates content knowledge and current educational practice focuses on the instructional support teacher's commitment to ongoing professional development to update content knowledge, educational practice, and to be a lifelong learner. The distinguished instructional support teacher's continued professional improvement is characterized by participation in a variety of professional development opportunities. These opportunities may include but are not limited to workshops and conferences, professional organizations and meetings, professional endorsement programs, advanced coursework, action research projects, and school/community committees. The distinguished instructional support teacher designs, implements and achieves the goals of his/her individual professional development plan based on data.

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Shares knowledge with colleagues focuses on the teacher’s collaboration with other teachers to share content knowledge, current research, and instructional best practices. The distinguished teacher is a recognized expert who participates in school, district, and/or state level curriculum committees, presents at seminars/conferences, serves as a workshop leader or contributes to professional publications.</p> <p>Supports the professional growth of other educators focuses on the teacher’s active support of other educators. The distinguished teacher provides on-going support as a curriculum contact or chair, teacher mentor, peer teacher, intern supervisor, educational coach or adjunct college instructor.</p>	<p>Board certification, advanced course work and other related activities?</p> <p>6. Does the teacher effectively implement the strategies and practices gained for professional development opportunities.?</p> <p>7. Does the teacher align his/her individual professional development plan with student achievement needs?</p> <p>8. Is the plan effective in increasing student achievement?</p> <p>Shares Knowledge with Colleagues</p> <p>1. Is the teacher called upon to provide professional development or instructional support for other teachers?</p> <p>2. Does the teacher hold a trainer of trainer status to support school, district, state or national initiatives?</p> <p>3. Does the teacher consistently share content knowledge, current research, and/or instructional best practices with others?</p> <p>Supports the professional development of other educators</p> <p>1. Does the teacher serve as mentor, coach or intern supervisor for other teachers?</p> <p>2. Does the teacher consistently serve in a school instructional leadership role (coach, subject area contact or department chair)?</p> <p>3. Does the teacher consistently seek opportunities to provide support to other teachers beyond the local school?</p>	<p>school.</p> <p><input type="checkbox"/> Participates in in-service meetings, conferences, or workshops to update knowledge and skills.</p> <p><input type="checkbox"/> Reads professional literature and uses new information.</p> <p><input type="checkbox"/> Keeps abreast of developments in instructional methodology, learning theory, curriculum trends, and teaching strategies and techniques.</p> <p><input type="checkbox"/> Participates in professional organizations.</p> <p><input type="checkbox"/> Continues education through formal course work.</p> <p><input type="checkbox"/> Assesses professional development needs with reference to specific instructional assignment or classroom needs.</p> <p><input type="checkbox"/> Shows evidence of improvement in his/her performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.</p> <p><input type="checkbox"/> Continues to expand his/her repertoire of professional experiences.</p> <p><input type="checkbox"/> Completes staff development needs assessment surveys.</p> <p><input type="checkbox"/> Reviews professional literature to identify areas in which new learning is needed or desirable to continue to contribute toward the growth of students in the classroom.</p> <p><input type="checkbox"/> Develops professional growth</p> <p>(Continued)</p>	<p>Shares knowledge with colleagues focuses on the instructional support teacher’s collaboration with other colleagues to share content knowledge, current research, and instructional best practices. The distinguished instructional support teacher is a recognized expert who participates in relevant school, district, and/or state level committees, presents at seminars/conferences, serves as a workshop leader or contributes to professional publications.</p> <p>Supports the professional growth of other educators focuses on the instructional support teacher’s active support of other educators. The distinguished instructional support teacher provides ongoing support that may include but is not limited to intern supervisor, teacher mentor, peer teacher, instructional coach or adjunct college instructor. The distinguished instructional support teacher identifies and recognizes distinguished teacher practices that serve as models for other educators.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
		<p>objectives with time lines for accomplishment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional meetings. <input type="checkbox"/> Utilizes support services <input type="checkbox"/> Presents at seminars, school workshops, and/or conferences. <input type="checkbox"/> Completes the professional status recertification process in a timely manner. 	

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

ETHICS/JUDGMENT

- Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
- Uses good judgment in all dealings with students and colleagues.

- Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
- Uses good judgment in all dealings with students and colleagues

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida focuses on the degree to which the teacher’s conduct consistently reflects the behaviors described in the Code of Ethics.</p> <p>Key indicators are:</p> <ul style="list-style-type: none"> • The teacher makes reasonable effort to protect students from conditions that are harmful to learning, or to the student’s mental and/or physical health. • The teacher does not unreasonably restrain a student from pursuit of learning. • The teacher does not unreasonably deny a student access to diverse points of view. • The teacher does not intentionally distort or misrepresent facts <p>(Continued)</p>	<p>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida</p> <p>I. Does the teacher’s conduct consistently reflect all indicators</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Models professional and ethical standards consistent with the Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents, community, and other stakeholders. <input type="checkbox"/> Performs and fulfills all professional responsibilities. <input type="checkbox"/> Prepares and maintains all required reports and records. <input type="checkbox"/> Supports school improvement initiatives by active participation in school activities, services and programs. <input type="checkbox"/> Performs other incidental tasks consistent with the goals and objectives of the position. <input type="checkbox"/> Maintains a personal appearance appropriate to assignment <p>(Continued)</p>	<p>Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida focuses on the degree to which the teacher’s conduct consistently reflects the behaviors described in the Code of Ethics. (See Instructional Exemplars.)</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>concerning an educational matter in direct or indirect public expression.</p> <ul style="list-style-type: none"> • The teacher does not interfere with a colleague's right to exercise political or civil rights and responsibilities • The teacher does not use institutional privileges for personal gain or advantage. • The teacher maintains honesty in all professional dealings. • The teacher shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny a colleague professional benefits or advantages or participation in any professional organization. • The teacher takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated. 		<ul style="list-style-type: none"> <input type="checkbox"/> Reports to work on time and is regular with attendance except when on authorized leave. <input type="checkbox"/> Attends and participates in required meetings. <input type="checkbox"/> Defers discipline to a time when the student is not emotionally upset. <input type="checkbox"/> Never criticizes another teacher in the presence of students or professionals. <input type="checkbox"/> Does not leave students unattended in the classroom or on campus. <input type="checkbox"/> Does not belittle a student in front of others. <input type="checkbox"/> Follows procedures when a student is injured, knows who to notify and how to follow up. <input type="checkbox"/> Does not show prejudice towards students based on previous knowledge of, or experience with, siblings. <input type="checkbox"/> Does not use physical means to stop a bad behavior. <input type="checkbox"/> Does not expose students to unsafe situations. <input type="checkbox"/> Does not expose students to equipment without proper instruction. <input type="checkbox"/> Knows the rights and responsibilities pertaining to the needs of a child who is suffering abuse and neglect and acts accordingly. <input type="checkbox"/> Recognizes the signs of alcohol and drug abuse and works with students appropriately and seeks assistance to prevent future abuse. 	

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Uses good judgment in all dealings with students and colleagues focuses on the teacher’s ability to make sound, professional decisions. When dealing with students, the distinguished teacher recognizes the difference between disciplinary and guidance issues, and maintains a calm, professional manner when dealing with discipline issues without the use of physical means. The teacher acts professionally in all dealings with students, does not belittle a student, and is not prejudiced against a student based on prior knowledge. The teacher recognizes signs of alcohol and drug abuse and works appropriately with the student and other professionals to seek assistance and acts according to state requirements when child neglect or abuse is suspected. Students are never left unattended nor are they asked to participate in an unsafe activity or to use equipment without proper instruction. If injury occurs, the teacher acts immediately to notify appropriate personnel. Relationships with colleagues are positive and professional. The teacher does not criticize other colleagues in the presence of others.</p>	<p>Uses Good Judgment in all Dealings with Students and Colleagues</p> <ol style="list-style-type: none"> 1. Does the teacher consistently make and apply sound, professional judgment in dealings with students and adults? 2. Does the teacher consistently distinguish between disciplinary and guidance issues? 3. Does the teacher maintain professionalism in dealings with students and adults? 4. In dealings with students and adults, is the teacher’s behavior free of bias, prejudice, and pre-conceived attitudes based on rumor or hearsay? 5. Does the teacher respond immediately, appropriately and effectively to issues that negatively impact a student’s health or welfare? 6. Does the teacher maintain confidentiality in dealing with students and adults? 7. Does the teacher avoid criticism of students or other professionals in the presence of others? 		<p>Uses good judgment in all dealings with students and colleagues focuses on the instructional support teacher’s ability to make sound, professional decisions. Relationships with colleagues are positive and professional. The instructional support teacher does not criticize other colleagues in the presence of others.</p> <p>For those instructional support teachers that work directly with students, the distinguished instructional support teacher recognizes the difference between disciplinary and guidance issues, and maintains a calm, professional manner when dealing with difficult situations. The instructional support teacher acts professionally in all dealings with students, does not belittle a student, and is not prejudiced against a student based on prior knowledge. The instructional support teacher recognizes signs of alcohol and drug abuse and works (when appropriate) with the student and other professionals to seek assistance and acts according to state requirements when child neglect or abuse is suspected. Students are never left unattended nor are they asked to participate in an unsafe activity or to use equipment without proper instruction. If injury occurs, the instructional support teacher acts immediately to notify appropriate personnel.</p>

INSTRUCTIONAL PERFORMANCE ASSESSMENT CRITERIA

INSTRUCTIONAL SUPPORT

POLICIES AND PROCEDURES

- Adheres to policies and procedures as defined by the district.
- Completes all record-keeping tasks as prescribed by the district.

- Adheres to policies and procedures as defined by the district
- Completes all record-keeping tasks as prescribed by the district.

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Adheres to policies and procedures as defined by the district focuses on the teacher’s adherence to district and school policies and procedures. The distinguished teacher is knowledgeable about district and school policies and procedures and follows all school and district requirements. The distinguished teacher follows the contractual agreement, is punctual, maintains good attendance, follows school policies including but not limited to attendance at faculty meetings and parent conferences, parking requirements, disciplinary referrals, dress code, bell schedule, sign in/out procedures, and lesson plan requirements.</p>	<p>Adheres to Policies and Procedures as defined by the district</p> <ol style="list-style-type: none"> 1. Is the teacher knowledgeable about district and school policies and procedures? 2. Does the teacher fully comply with policies and procedures in a timely and accurate manner? 3. Does the teacher completely fulfill the contract agreement? 4. Does the teacher set a strong example for other adults and students with regards to attendance, punctuality, participation in faculty meetings, and all other school and district policies? 5. If the teacher questions the benefit of an adopted policy or procedure, does the teacher continue to follow the guidelines? 6. If the teacher questions the benefit of an adopted policy or procedure, does the teacher follow appropriate channels to discuss the issue and recommend an alternative? <p style="text-align: center;">(Continued)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performs all teaching duties and responsibilities professionally, complying with applicable laws, rules, policies, and regulations. <input type="checkbox"/> Follows requirements established for the school. <input type="checkbox"/> Models professional and ethical standards consistent with Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents, and community. <input type="checkbox"/> Performs and fulfills all professional responsibilities. <input type="checkbox"/> Supports school improvement initiatives by active participation in school activities, services, and programs. <input type="checkbox"/> Keeps accurate records of class and individual student progress. <input type="checkbox"/> Maintains and promptly submits accurate, complete, and correct records and reports as required by law, district policy, and administrative regulations. <p style="text-align: center;">(Continued)</p>	<p>Adheres to policies and procedures as defined by the district focuses on the instructional support teacher’s adherence to district and school policies and procedures. The distinguished instructional support teacher is knowledgeable about district/department/school policies and procedures and follows all requirements. The distinguished teacher follows the contractual agreement, is punctual, maintains good attendance, and as appropriate, follows school and district policies including but not limited to attendance at faculty/staff meetings and parent conferences, parking requirements, disciplinary referrals, dress code, bell/work schedule, sign in/out procedures, and time log requirements, as appropriate.</p>

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>Completes all record keeping tasks as prescribed by the district focuses on completion and maintenance of required reports and record keeping tasks. The distinguished teacher completes required reports and tasks on time. Reports are accurate, neat and prepared in accordance with school or district guidelines.</p>	<p>Completes All Record Keeping Tasks as Prescribed by the District</p> <ol style="list-style-type: none"> 1. Does the teacher complete all required reports and tasks on time? 2. Are teacher reports accurate and complete? 3. Does the teacher follow district or school guidelines and protocols when completing reports and tasks? 4. Does the teacher work professionally and positively with school or district staff assigned to support the identified report or task requirement? 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates classroom assignments promptly and returns them to students in a timely manner. <input type="checkbox"/> Arrives at work and meets assigned classes on time. <input type="checkbox"/> Is punctual in meeting responsibilities. <input type="checkbox"/> Is regular in attendance except when on authorized leave. <input type="checkbox"/> Upholds school rules, administrative regulations, and board policies. <input type="checkbox"/> Attends and participates in faculty meetings. <input type="checkbox"/> Follows contractual agreement. <input type="checkbox"/> Follows parking requirements. <input type="checkbox"/> Follows procedures for student discipline problems (reporting tardies, calling parents, scheduling parent meetings, writing referrals, writing discipline contracts, etc.). <input type="checkbox"/> Attends parental conferences. <input type="checkbox"/> Attends team meetings. <input type="checkbox"/> Follows bell schedule in requiring students to remain in class. <input type="checkbox"/> Dresses appropriately. <input type="checkbox"/> Participates in school improvement processes <input type="checkbox"/> Follows sign in/sign out procedures. <input type="checkbox"/> Submits lesson plans in on time <input type="checkbox"/> Follows curriculum and SSS requirements. <input type="checkbox"/> Submits attendance on time. <input type="checkbox"/> Supports school improvement initiatives by active participation in school activities, services, and programs. <p style="text-align: center;">(Continued)</p>	<p>Completes all record keeping tasks as prescribed by the district focuses on completion and maintenance of required reports and record keeping tasks. The distinguished instructional support teacher completes required reports and tasks on time. Reports are accurate, neat and prepared in accordance with school, department or district guidelines.</p>

		<ul style="list-style-type: none"><input type="checkbox"/> Performs other incidental tasks consistent with the goals and objectives of the position.<input type="checkbox"/> Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.	
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School Board Members

**Mr. Stan Schmidt, Chairman
Dr. Al Williams, Vice-Chairman
Ms. Candace Lankford
Ms. Judy Conte
Mrs. Diane Smith**

Superintendent of Schools

Dr. Margaret A. Smith

Assistant Superintendent for Human Resources

Mrs. Peromnia Grant

**SCHOOL DISTRICT OF VOLUSIA COUNTY
VISION STATEMENT**

**Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary to be successful
contributors to our democratic society.**

School Board adopted April 14, 1992
Reaffirmed January 14, 1997

Return all documents to

**Office of Employee Performance Assessment
Human Resources
3750 Olson Drive
Daytona Beach, FL 32124**

For more information, contact the following:

**Marta Pascale, Extension 50817
Linda Knowles, Extension 50762
Connie Yelvington, Extension 50830**