

The School Board of Jefferson County Instructional Personnel Performance
Appraisal System

2013-2014

575 South Water Street Monticello, Florida 32344
Phone: (850) 342-0100, Fax: (850) 342-0108
www.jeffersonschooldistrict.org

THE SCHOOL BOARD OF JEFFERSON COUNTY INSTRUCTIONAL PERSONNEL PERFORMANCE APPRAISAL SYSTEM

District Philosophy:

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent of each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth.

The Jefferson County Instructional Personnel Performance Appraisal System has been designed to enhance quality of organization, ensure self-esteem, promote professional development and increase student achievement. The Teacher/Principal Evaluation Committee was established to develop the teacher/principal evaluation system that included teacher and principal involvement. The members of the committee included two district level administrators, two school level administrators and four teachers. The committee met on several occasions, participated in webinars and conference calls in order to effectively develop the system.

The Jefferson County School Board and its representatives along with the Jefferson County Education Association met collaboratively in an effort to meet the compliance with Race to the Top Memorandum of Understanding and the redeveloped teacher evaluation system. The Jefferson County Education association and the Jefferson County School Board both agreed to move forward with the development of the system and affixed their acknowledgement of such agreement with their signatures and evidence by the Memorandum of Understanding submitted to the Jefferson County School Board in May 2011. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

1. Fairness, equity and legal soundness.
2. Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance

3. Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team and the system.
4. Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
5. Focus on student achievement and the specific conditions of the site in establishing expectations.
6. The negotiation of expectations, criteria, outcomes and competencies based on the conditions of the work site.
7. Growth of the individual and the continuous improvement of the organization.
8. Annual assessment based on the experience and performance of the individual.
9. Two levels of appraisal: (a) Documentation of generic competencies in the early stages of a position and development in the later stages of the same position. (b) Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

Purpose:

The purpose of the Performance Appraisal System is to promote continuous school improvement. The Performance Appraisal System has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

1. School Improvement Plans
2. Organization beliefs, mission and purpose.
3. Practices that is reflective of school research.
4. Local, specific job descriptions.
5. Measurable criteria with specifically identifiable source codes.
6. The concept that data should be collected from a variety of sources.

Student Growth and Achievement Measures:

All teachers will be included in the teacher evaluation system using the student learning growth measure as 50% of their evaluation.

1. For measuring student learning growth during the 2011-12 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data and 50% for those teachers with 3 years of historical data, using the results that has the highest percent of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students FAIR, SAT-10 or FCAT reading and Mathematics as the student learning growth measure using the highest percentage of student growth of in these calculation.
2. For measuring student learning growth during the 2011-12 school year, the student learning growth measure for classroom teachers that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data and 50% for those teachers with 3 years of historical data, using the results that has the highest percent of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students FAIR, SAT-10 or FCAT reading and Mathematics as the student learning growth measure using the highest percentage of student growth of in these calculation.
3. For measuring student learning growth during the 2012-13 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data and 50% for those teachers with 3 years of historical data, using the results that has the highest percent of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students FAIR, SAT-10 or FCAT reading and Mathematics as the student learning growth measure using the highest percentage of student growth of in these calculation.
4. For measuring student learning growth during the 2012-13 school year, the student learning growth measure for classroom teachers that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers with less than 3 years of historical data and 50% for those teachers with 3 years of historical data, using the results that has the highest percent of student growth from these measures in the calculation. For classroom teachers with less than 3 years of historical data, the remaining 10% will use results of his or her students FAIR, SAT-10 or FCAT reading and Mathematics as the student learning growth measure using the highest percentage of student growth of in these calculation.

5. For measuring student learning growth during the 2013-14 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 50% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers, the highest percent of student growth from these measures in the calculation. These measures will include the new assessments implemented in the state system.

6. For measuring student learning growth during the 2013-14 school year, the FCAT and state EOC results for those grades and content areas currently tested will be included as 50% of the student learning growth portion of the evaluation using the results of his or her students for classroom teachers, the highest percent of student growth from these measures in the calculation.

School-wide service personnel such as guidance, media, physical education, art, music, staffing specialist, and others will be evaluated on student learning gains pursuant to the following rubric.

1. For measuring student learning growth during the 2011-2012 and 2012-13 school years, the student learning growth measure for classroom teachers that are not measured by a state assessment will use results of his or her students using FCAT Mathematics, FCAT Reading and state EOC results as 40% of the student learning growth portion of the evaluation using the results of his or her students for school-wide service personnel that are not measured by a state assessments using the results that have the highest percent of student growth from these measures in the calculation. For the remaining 10% contributory characteristics exhibited by the appropriate professional in supporting the teaching and learning process, as well as, individual program success will be used as the student growth measure using the highest percentage of student growth from these measures in the calculation. During the 2013-2014 school year, the FCAT Mathematics and Reading and state EOC results will be included as 50% of the student growth measure using the highest percentage of student growth of in these calculations.

SPECIAL AREAS:

Physical Education:

- Pre and post tests in speed, agility and endurance.
- Presidential Physical Fitness awards.
- Demonstrable student actions and skill in understanding the fundamentals of team sports as well as proficiency growth.
- Demonstrable student actions and skill in understanding the fundamentals of individual sports as well as proficiency growth.
- The development of teammanship, collaboration, respect, sportsmanship, conditioning, promotion of life skills, family recreation (which includes movement)
- Follow-up studies to determine the number of students who participate in after-school inter-scholastic sports and/or inter-murals
- Overall community support of the physical education program.

Guidance Counselor:

- The increase and placement results of direct student interaction/counseling

- The number of successful interventions with students or families in crisis by referral to appropriate community agencies or direct involvement
- The impact of the school-wide guidance services on recreating the classroom environment such that classroom management is enhanced
- Other school-wide initiatives such as promoting a positive, collaborative working relationship with parents, such that instruction and student learning is directly impacted.
- Promoting student attendance such that the school-wide averages improve
- Providing parenting classes to interested parents as well as human interaction training to teachers such that a positive learning environment prevails.
- Maintaining accurate and timely records with respect to exceptional student education
- Supporting and mentoring beginning teachers as well as teachers who are teaching out of field

Music:

- The degree to which the music program promotes student participatory interest
- The number and success of music performances for the student body and parents
- For secondary schools, participation in All-County and All-State competitions as well as coaching students to participate in Solo & Ensemble opportunities
- Leading students to become more proficient in music skills which include reading music, vocal music, instrumental music
- Increasing the number of scholarship offerings by inter-school level program articulation
- Building community-wide support through parent association groups for the music program

Media:

- Maintaining an age appropriate, contemporary collection as influenced by the allocation of appropriate resources
- Maintaining contact with individual teacher as well as departments so that media and printed materials as well as additional resource listings are made available to classroom teachers at the beginning of each new unit
- At the elementary level, schedule recreational reading activities in the media center, such activities to be conducted by the Media Specialist and/or community volunteers. Such activities will be designed to have a laser focus on experiencing the joy of reading and the discovery therein.
- Monitoring the collection circulation so that use of the media center will grow and that the material on loan will be age appropriate and connected to the classroom curriculum continuum.
- Serving as an ex-officio member on school-wide committees which deal with the teaching and learning process
- Supporting and mentoring beginning teachers as well as teachers who are teaching out of field.

Drama:

- Students will become more proficient in some of the basic “storytelling skills” which include: concentration, observation, projection, articulation & character development.
- Students will participate in creative collaboration and teambuilding activities through “theatre games” & class performances.
- Students will discover and learn about the history of “Theatre” which will include but is not limited to: playwrights, styles of acting, physical theatre design, scenic & stage design, costumes, props, lighting design & sound design.
- Students will have the opportunity to create & develop original theatrical and or presentational pieces for class.
- Advanced theatre students will have the opportunity to participate in District and State Theatre events.
- Rubrics are used to evaluate whole, small, and individual performances.

Art:

- High School students completing Drawing/Painting will demonstrate the ability to describe, analyze, interpret and judge a work of art.
- Students will orally discuss art images and recognize their medium and style (drawing, painting, sculpture, photograph, architecture, etc.)
- Students will orally discuss principles and elements of design within artwork.
- Students will recognize basic media, shapes, and tools and gain control of their use.
- Students’ county-wide will have their art displayed.

- Students will learn art vocabulary in relationship to art from the past in a historical context.

These scores in percentages from school-wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the Student Success Act.

Multi-Metric Characteristics and Milestone Career Event

Multi-metrics that can inform evaluations are included within the Multi-Metric Characteristics. At a minimum, multi-metric evaluations will be required for teachers who are in the year prior to a milestone career event; however, these multi-metric characteristics are permitted to be used for all teachers or other groups of teachers during the regular evaluation process. We will be developing the third metric this year. Parental input can also be used as a multi-metric evaluation during the process, if applicable. A milestone career event is to be defined as the year prior to the required teacher certification renewal and may trigger the use of the additional metrics.

Performance Assessment Procedures:

This section is designed to provide a brief description of the appraisal system along with supporting procedures defining the process.

A. System Awareness and Training:

All instructional personnel, including the School board, shall be totally informed of the Performance Assessment System Procedures. The training will be provided upon the hiring of staff or whenever changes are made to the system. All supervisory personnel will be responsible for having a working knowledge of the system and its contents. Supervisory personnel, for the purpose of this system, are defined as superintendent, district-level administrators, principal, assistant principal, teacher-on-special assignment that have received training are eligible to contribute to the evaluation process; however, the superintendent, principal or district-level administrator shall complete the summative review.

In-service training will be provided in the following areas of the performance appraisal:

1. Knowledge and understanding of the district evaluation system.
2. District goals for student achievement and teacher effectiveness.
3. Legal requirements regarding personnel evaluations.
4. Observation skills necessary for identifying specific behaviors.
5. Use of appropriate data collection tools.
6. Data analysis skills.
7. Written documentation
8. Conferencing, coaching and feedback skills

B. Planning Session:

This system has been designed to be nonthreatening and employee participatory. Each employee will participate with his or her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During these sessions the employee along with the supervisory will review the following documents with respect to the evaluation:

1. District Mission and Vision Statements
2. The District and School Improvement Plans
3. Job descriptions for employee's current position
4. Procedures for effective evaluations
5. Assessment Forms

All instructional personnel in year one will have two evaluations completed during the year. The supervisor will have the authority to schedule interim evaluations in conjunction with the two required evaluation. The schedule of progress in relation to performance expectations will be discussed. All achievements and goals will be recognized and documented. Deficiencies, if any, will be noted and a professional development assistance plan will be established as necessary.

C. Rating Scale Definitions:

The employee and supervisor will discuss the level of performance that is expected for each dimension in the planning session. Each instructional employee will be rated on scale with the following levels:

Highly Effective:

Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment.

Effective:

Indicates performance that consistently meets a high quality standard. This is a professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing:

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** written support regarding how performance is to be improved. The rating of developing may be used for instructional personnel in the first three years of employment who need improvement.

Unsatisfactory:

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the department of education Professional Practices Services section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

D. Researched-based Instrument:

The Jefferson County School Board Personnel Performance Appraisal System is a hybrid model based on the research of Robert Marzano and Charlotte Danielson and references the six Florida Educator Accomplished Practices (FEAPs) to ensure effective teaching and learning. The FEAPs are identified as the following:

1. Instructional Design and Lesson Planning
2. Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

The research of Marzano and Danielson is extensive and encompasses a correlation of standards to every domain identified in this instrument.

E. Professional Development Assistance Plan:

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for the correction.

F. Continuous Professional Improvement:

Continuous professional development is imperative to the use of this instrument. It will be an ongoing component that will not require prescribed forms, but rather be characterized as a continuing effort between the supervisor and employee in order to raise the level of teacher effectiveness and student outcomes. Bi-weekly Professional Learning Centers (PLC) and Multi-Tier Systems of Support meetings, professional development in the area of reading, writing, math and science, including such programs as Jazzit up, PD360, Data Director, Positive Behavior Support, Acaletics , etc.

G. A Fully Informed Cadre of Teachers:

All supervisory personnel will provide a minimum of two staff development opportunities during the school year for all instructional personnel in order to discuss the personnel performance appraisal system in detail. Instructional personnel will be asked to sign-in/out in agreeing that they have received the in-service and a copy of the evaluation tool.

H. Performance Appraisal Summary:

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with Human resources Office as opposed to filing multiple pages on each assessment. The multiple pages will be kept at the site of the evaluation for supervisory records.

I. Annual Review:

The district teacher/principal committee will review the appraisal system and periodically as revisions to the system arises. All reviews will be documented and minutes and sign-in sheet will be kept for documentation purposes.

J. Amending Evaluations:

The normal due date for summative evaluations is June 1st of each year. This date may be continued with approval of the Human resources department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores or additional data that becomes available within 90 days of the close of the school year. If such is the case, 1012.34(3)d will be followed to ensure compliance.

JEFFERSON COUNTY TEACHER OBSERVATION INSTRUMENT

JEFFERSON COUNTY TEACHER OBSERVATION INSTRUMENT

INSTRUCTIONAL EMPLOYEE (Continued)

PLANNING/PREPARATION	Performance Values				Observation Codes
Performance Responsibilities	U	N/D	E	HE	Indicate all that apply
1. Create or select long-range plans based on a review of district and state standards, student profiles, instructional priorities and appropriate lesson design questions.					
2. Define learning goals with rubrics and objectives for unit and daily plans.					
3. The teacher’s lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.					
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.					
5. Revise plans based on student needs.					
6. Plan and prepare a variety of learning activities considering individual student’s culture, learning styles, special needs, and socio-economic backgrounds.					
7. Develop or select instructional activities which foster active involvement of students in the learning process.					
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.					
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.					

INSTRUCTIONAL EMPLOYEE (CONTINUED)
 PLANNING/PREPARATION (Continued)

Unsatisfactory		X	0.44	=	
Needs Improvement/Developing		X	0.88	=	
Effective		X	1.76	=	
Highly Effective		X	2.20	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-16	Highly Effective 17-20
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

CLASSROOM MANAGEMENT	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
10. Establish and maintain a positive, organized, and safe learning environment.					
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process					
12. Maintain a clean attractive learning environment.					
13. Maintain academic focus by using a variety of motivational techniques.					
14. Establish and use behavior management techniques which are appropriate and effective.					
15. Establish routines and procedures and work with students on consistently following them.					
16. Create a learning environment that is challenging yet non-threatening.					
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.					
18. Establish and maintain effective and efficient record keeping procedures.					
19. Manage time effectively.					
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.					
21. Manage materials and equipment effectively.					
22. Organize materials for efficient distribution and collection.					
23. Instruct and supervise the work of volunteers and aides when assigned.					
24. Assist in enforcement of school rules. Administrative regulations, and Board policy.					

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)
 CLASSROOM MANAGEMENT (Continued)

Unsatisfactory		X	0.27	=	
Needs Improvement/Developing		X	0.54	=	
Effective		X	1.08	=	
Highly Effective		X	1.35	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-16	Highly Effective 17-20
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

ASSESSMENT/EVALUATION	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.					
26. Develop and use diagnostic assessments prior to instruction.					
27. Use on-going assessments to monitor learning and adjust instruction.					
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.					
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.					
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.					
31. Encourage goal setting by students and assists them in developing and then monitoring their plans for improving their academic performance.					
32. Communicate, post, explain lesson expectations so students understand what is expected.					
33. Evaluate the effectiveness of instructional units and teaching strategies.					

O-Observed

I-Clearly Indicated

C-Collected Data

NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)
 ASSESSMENT/EVALUATION (Continued)

Unsatisfactory		X	0.44	=	
Needs Improvement/Developing		X	0.88	=	
Effective		X	1.76	=	
Highly Effective		X	2.20	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-16	Highly Effective 17-20
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

STUDENT INSTRUCTION ENGAGEMENT	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
Performance Responsibilities					
34. Demonstrate knowledge and understanding of curriculum content.					
35. Communicate high expectations for learning for all students.					
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.					
37. Monitor learning activities, providing feedback and reinforcement to students.					
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.					
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.					
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates the linkages.					
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.					
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.					
43. Provide quality work for students which are focused on meaningful, relevant, and engaging learning experiences.					
44. The teacher organizes the class in such a way as to facilitate students working on complex task that require them to generate and test hypothesis.					

45. Foster student responsibility, appropriate social behavior, integrity, valuing cultural diversity, and respect for self and others, by role modeling and learning activities.					
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.					

Unsatisfactory		X	0.31	=	
Needs Improvement/Developing		X	0.62	=	
Effective		X	1.24	=	
Highly Effective		X	1.55	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-16	Highly Effective 17-20
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

TECHNOLOGY	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
Performance Responsibilities					
47. Use appropriate technology in instructional delivery.					
48. Use technology to establish an atmosphere of active learning.					
49. Provide students with opportunities to use technology to gather and share information with others.					
50. Facilitate student access to the use of electronic resources.					
51. Explore and evaluate new technologies and their educational impact.					
52. Use technology to review student assessment data.					
53. Use technology for administrative task					

Unsatisfactory		X	0.57	=	
Needs Improvement/Developing		X	1.14	=	
Effective		X	2.28	=	
Highly Effective		X	2.85	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-16	Highly Effective 17-20
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

COLLABORATION	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
Performance Responsibilities					
54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.					
55. Collaborate with students, parents, school staff, and other appropriate persons to assist meeting student needs.					
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.					
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.					
58. Establish and maintain a positive collaborative relationship with the student's families to increase student achievement.					

Unsatisfactory		X	0.80	=	
Needs Improvement/Developing		X	1.60	=	
Effective		X	2.40	=	
Highly Effective		X	3.20	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-12	Highly Effective 13-16
Summative Scale Value				

O-Observed

I-Clearly Indicated

C-Collected Data

NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

PROFESSIONAL LEARNING	Performance Values				Observation Codes
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
59. Engage in continuing improvement of professional knowledge and skills.					
60. Assist others in acquiring new knowledge and understanding.					
61. Keep abreast of developments in instructional methodology, learning, theory, curriculum trends, and content.					
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.					
63. Participate in school data collection of teacher input on principal's performance assessment program.					

Unsatisfactory		X	0.80	=	
Needs Improvement/Developing		X	1.60	=	
Effective		X	2.40	=	
Highly Effective		X	3.20	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-12	Highly Effective 13-16
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
64. Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.					
65. Perform assigned duties including the accurate and timely filing of all reports.					
66. Demonstrate attention to punctuality, attendance, records, and reports.					
67. Maintain confidentiality of student and other professional information.					
68. Comply with policies, procedures, and programs.					
69. Exercise appropriate professional judgment.					
70. Support school improvement initiatives by active participation in school activities, services and programs.					
71. Perform other incidental tasks consistent with the goals and objectives of this position.					

Unsatisfactory		X	0.50	=	
Needs Improvement/Developing		X	1.00	=	
Effective		X	1.50	=	
Highly Effective		X	2.00	=	

Category Raw Score	Unsatisfactory 0-4	Needs Improvement/Developing 5-8	Effective 9-12	Highly Effective 13-16
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

INSTRUCTIONAL EMPLOYEE (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values				Observation Codes
	U	NI/D	E	HE	Indicate all that apply
Performance Responsibilities					
72. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.					

Unsatisfactory		X	0.25	=	
Needs Improvement/Developing		X	0.50	=	
Effective		X	1.25	=	
Highly Effective		X	1.50	=	

Category Raw Score	Unsatisfactory 0-25	Needs Improvement/Developing 26-50	Effective 51-125	Highly Effective 126-150
Summative Scale Value				

O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

Reviewer Acknowledgement of Performance Review Document

I have discussed the performance review document with the employee and advised the employee of his/her overall rating.

Reviewer Signature: _____
(Person who prepared the review)

Date: _____

Employee Acknowledgement of Performance Review Discussion

My supervisor/manager has reviewed and discussed the performance review document with me. My signature means that I have been advised of my performance status and does not necessarily imply that I agree with the rating.

Employee Signature: _____

Date: _____

Employee Comments (Optional)