

VOLUSIA COUNTY TEACHER ASSESSMENT SYSTEM HANDBOOK



2009-2010

**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. Evaluations shall identify strengths as well as weaknesses.
2. Components of the Volusia County Teacher Assessment System (VCTAS) are designed to reflect the performance of teachers and increased student achievement.
3. Evaluations shall be based on observable data or records pertaining to job performance.
4. The principal or administrative designee shall evaluate teachers. All other members of the bargaining unit shall be evaluated by their immediate supervisor.
5. District personnel may be involved in the evaluation process of teachers to provide technical assistance but shall not have primary responsibility for the summative instrument.
6. Modifications or changes in the evaluation system shall be reviewed by the VCTAS Steering Committee and approved by the School Board.
7. 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 are to be attached to the summative evaluation instrument. For tenured teachers, documents are to be attached to the summative in support of “I” or “U” ratings. Other documentation, including awards and citations, may be attached based on the discretion of the administrator. Any document attached to the summative 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 from which the employee receives his/her paycheck.

Exemplars – Indicators used to describe outstanding performance

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

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 summative evaluation.

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

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 Summative Evaluation Form – Provides the teacher’s annual 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

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

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.

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 **Teacher Induction Program (TIP)**, 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 Teacher Induction 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 working day, December 9, 2009

- 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 28, 2009.

Phase II – Completion by the 121st working day, February 18, 2010

- 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, 2010

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

- Summative conference by April 30, 2010
- 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 Summative Evaluation Form
- Development and/or review of a Record of Counseling or Success Plan, if needed
- All of the above completed by **April 30, 2010**

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

Electronic Summatives

After April 30, 2010, submit one signed original Summative Evaluation Form per teacher to the Office of Employee Performance Assessment, Human Resources, to be received by Friday, May 7, 2010 (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 28, 2009.
- B. **An annual contract teacher who is employed through the 121st working day**, February 18, 2010, must complete Phase I and Phase II.
- C. **All teachers terminating employment or taking a Leave of Absence after the 121st working day, February 18, 2010**, must have a completed and signed summative on file before the final date of employment.
- D. **If the summative is not completed prior to the teacher's final date of instruction**, complete and send two copies of the summative 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 7, 2010 (address on back cover).
- E. **When a teacher terminates employment or takes a Leave of Absence prior to the completion of Phase I**, a letter (generated from the electronic summative 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 7, 2010 (address on back cover).
- F. **Teachers who are employed after the 121st working day, February 18, 2010**, require a Pre-Observation Form conference (annual contract teachers only), observation and Evaluation Report completed and on file in the school. A signed summative must be completed with a notation on the classroom visitation date line indicating 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 7, 2010 (address on back cover).
- G. **Teachers who are employed after April 30, 2010**, 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.
- H. **Teachers who transfer to another school during August or September** will be evaluated by the receiving principal.
- I. **Teachers who transfer after September** will require one collaborative summative evaluation between the sending and receiving principals.

ITINERANT TEACHERS

Itinerant teachers (teachers who serve more than one location) 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 summative evaluation to be submitted by April 30, 2010.

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
- 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 SUMMATIVE EVALUATION

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

Outstanding

- Performance is fully aligned with exemplars for each performance indicator.
- Performance is consistent, exemplary, and represents a model for all teachers.
 - An overall rating of "O" may include some "HP" ratings and will include no more than one "S" rating.
 - An overall rating of "O" will not include "I" or "U" ratings.

Note: An overall rating of "outstanding" must include an "O" in Performance of Students.

High Performing

- Performance is highly aligned with exemplars for each performance indicator.
- Performance is frequent and evident.
- Performance exceeds expectation.
 - An overall rating of "HP" may include some "O" and "S" ratings.
 - An overall rating of "HP" will not include "I" or "U" ratings.

Note: An overall rating of "high performing" must include an "HP" or better in Performance of Students.

Satisfactory

- Performance is generally aligned with exemplars for each performance indicator.
- Performance in one or more performance indicators may be occasional but evident.
- Performance meets expectation.
 - An overall rating of "S" indicates that the areas of performance are being met in a competent manner. The evaluatee is meeting expectation.
 - An overall rating of "S" may reflect an occasional "O" or "HP" or "I" rating.

Note: An overall rating of "satisfactory" must include an "S" or better in Performance of Students.

Improvement Expected

- 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 is below expectation.
 - An overall rating of "I" 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.

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.

DOCUMENTS

- A. The following materials are available on-line. Go to the district homepage. Find Departments. Find Management Information Services. Find Forms Management. Find Look Up a Form. Type in the form name or number (without the dash). Click on Submit Query.
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 Summative Evaluation Form – access this document via:

<http://shaggy/Applications/AppPortal/logon.aspx>
- B. The following templates are available on-line. Go to the district homepage. Find Departments. Find Human Resources (may still be listed as Personnel). Find Assessments. Find Forms and Templates. Click on the template that you wish to use.
1. Memorandum of Conference
 2. Letter of Caution
 3. 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

<p style="text-align: center;">Evaluation Report (This is not an observation instrument.)</p>
--

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

MEMORANDUM OF CONFERENCE

At times, should the indiscretion be fairly minor, the administrator may verbally warn an employee of deficiencies and expectations for improvement. The administrator may feel that the conversation is sufficient in and of itself. Of course, the administrator would keep his/her notes on what was shared at the meeting.

The administrator may choose to use a **Memorandum of Conference** in addition to the conversation. The **purpose** of the Memorandum of Conference is to document what was shared at the meeting regarding deficiencies and expectations so as to be clear about them. Signatures of the employee and administrator along with the date will appear on the **Memorandum of Conference**. The original remains at the school/site in the employee's file; a copy is provided to the employee and may be attached to the evaluation document in support of "needs improvement" or "unsatisfactory" ratings or based on the discretion of the administrator.

A sample of the **Memorandum of Conference** follows and is available online as a template on the Human Resources web page.

Note: For annual contract teachers, all documents should be attached to the summative. For tenured teachers, documents should be attached to the summative in support of "I" or "U" ratings. Other documentation may be attached based on the discretion of the administrator.

SCHOOL/SITE LETTERHEAD

Date: Complete Date

To: Name of Employee, Title
Social Security Number

From: Name of Administrator/Evaluator, Title

Re: **MEMORANDUM OF CONFERENCE**

Paragraph 1 - Describe the incident/indiscretion.

Example – On (complete date), it was reported to me that (specifics).

Paragraph 2 - Reference the conference that you had with this employee.

Example – During our conference on (complete date), you admitted that (or you denied that...)

Note: Based on all the information you have gathered, assuming you still have concerns, even with a denial, a Memorandum of Conference may be written.

Paragraph 3 – Clarify your expectations.

Signature of Administrator /Evaluator

Date

Signature of Employee denoting receipt of a copy
of this Memorandum of Conference

Date

Signature of Witness denoting that employee received a copy of
this Memorandum of Conference but refused to sign it
(Witness signature is necessary only if employee refuses to sign
this Memorandum of Conference.)

Date

Original: Employee's File at the School/Site
Copies: Employee
May be Attached to Final Evaluation Document

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 Summative 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 should be attached to the summative. For tenured teachers, documents should be attached to the summative in support of "I" 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.

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 summative.

For tenured teachers, documents are to be attached to the summative in support of "P" or "U" ratings.

Other documentation may be attached based on the discretion of the administrator.

Revised: 6/2009
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.)

Volusia County Teacher Assessment System

Stage I Success Plan

Teacher's Name _____ School/Site _____

Social Security Number _____

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

Instructional Performance Assessment Criteria

Check areas of concern. (v)

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

First Area of Concern is _____

Details of Concern

Improvement Expected

Recommendations/Strategies for Improvement

Only one area is shown in the interest of conserving paper.

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

Stage I Success Plan developed on _____
date

Stage I improvement expected by _____
(4 – 6 weeks) 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

Original: VCTAS File at the School/Site Copies: Teacher and Attached to Electronic Summative

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 Electronic Summative**

Volusia County Teacher Assessment System

Stage II Success Plan

Teacher's Name _____ School/Site _____

Social Security Number _____

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/Strategies for Improvement _____

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

Stage II Success Plan developed on _____
date

Stage II improvement expected by _____
 (4 – 6 weeks) 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 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.

(Duplicate as needed.)

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 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 Electronic Summative**

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 for assistance.

Instructional Performance Assessment Criteria

Check areas of concern.

(v)

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/Strategies 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 Electronic Summative

Stage III Success Plan developed on _____
date

Stage III improvement expected by _____
(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 Electronic Summative

EDUCATOR ACCOMPLISHED PRACTICES

Professional Competencies for Teachers of the Twenty-First Century

Florida Education Standards Commission
Florida Department of Education
Tallahassee, Florida

- 1. ASSESSMENT**
- 2. COMMUNICATION**
- 3. CONTINUOUS IMPROVEMENT**
- 4. CRITICAL THINKING**
- 5. DIVERSITY**
- 6. ETHICS**
- 7. HUMAN DEVELOPMENT & LEARNING**
- 8. KNOWLEDGE OF SUBJECT MATTER**
- 9. LEARNING ENVIRONMENTS**
- 10. PLANNING**
- 11. ROLE OF THE TEACHER**
- 12. TECHNOLOGY (Revised 9-4-03)**

ACCOMPLISHED PRACTICE #1 – ASSESSMENT

PROFESSIONAL:

The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information, and develops students' instructional plans that meet cognitive, social, linguistic, cultural, emotional, and physical needs.

Sample Key Indicators:

Recognizes students' readiness to learn and their individual learning needs and plans intervention strategies.

Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.

Recognizes students exhibiting potentially disruptive behavior.

Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.

Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction. Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.

Modifies instruction based upon assessed student performance.

Maintains observational and anecdotal records to monitor students' development.

Uses data from various informal and standardized instruments to plan instruction.

Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.

Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.

Develops short and long term personal and professional goals relating to assessment.

ACCOMPLISHED PRACTICE #2 – COMMUNICATION

PROFESSIONAL:

The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. 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.

Sample Key Indicators:

Establishes positive interaction in the learning environment that uses incentives and consequences for students.

Establishes positive interactions between the teacher and student that are focused upon learning rather than procedures or behavior.

Tailors communication styles to the nature and needs of individuals and groups.

Challenges students in a positive and supportive manner.

Communicates to all students high expectations for learning.

Establishes interaction routines for individual work, cooperative learning, and whole group activities.

Develops lessons which reflect opportunities for students to learn from each other.

Designs and conducts lessons that support individual and group inquiry.

Provides opportunities for students to receive constructive feedback on individual work and behavior. Communicates with colleagues, school and community specialists, administrators, and families.

Develops short and long term personal and professional goals relating to communication.

ACCOMPLISHED PRACTICE #3 - CONTINUOUS IMPROVEMENT

PROFESSIONAL:

The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

Sample Key Indicators:

Actively supports accepted principles and strategies for effecting change.

Participates in the development of improvement plans that support the overall school improvement plan.

In collaboration with the support team, uses data from her/his own learning environments (e.g., classroom observation, audio/video recordings, student results and feedback, and research) as a basis for reflecting upon and experimenting with personal teaching practices.

Participates in the design of a personal professional development plan to guide her/his own improvement.

Communicates planned learning activities and student progress with students, families, and colleagues.

Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

Supports other school personnel as they manage the continuous improvement process.

Participates in the development of improvement plans that support the overall school improvement plan.

Is informed about developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning.

Shows evidence of reflection and improvement in her/his performance In teaching/learning activities and in an increased capacity to facilitate learning for all students.

Seeks to increase her/his own repertoire of professional experiences, e.g., participating in in-service activities and professional associations and utilizing research appropriately.

Acquires the ability to behave as a steward of the school, of public education, and our national heritage with its multicultural dimension.

Works as a member of a learning community and as a reflective practitioner.

Utilizes the experience, status, education, and other unique strengths of colleagues and develops professional relationships accordingly.

Exercises professional judgment, plans future professional endeavors, and articulates it to colleagues and others.

Develops short and long term personal and professional goals relating to continuous professional development.

ACCOMPLISHED PRACTICE #4 - CRITICAL THINKING

PROFESSIONAL:

The professional teacher uses a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

Sample Key Indicators:

Plans and conducts learning activities that provide opportunities for students to learn higher-order thinking skills.

Uses teaching strategies, materials, and technologies that can expand students' thinking abilities.

Plans lesson activities that require students to gather information and solve problems.

Poses problems, dilemmas, and questions in lessons.

Develops rules of evidence for students to use to analyze judgments, conclusions, the plausibility of claims, and interpretations in the field of study.

Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

Monitors students' work and plans subsequent lessons to build learners' creative thinking abilities.

Conducts lessons that include open-ended projects and other activities that are creative and innovative.

Uses technology and other appropriate tools to extend the learning environment for students.

Develops short and long term personal and professional goals relating to critical thinking.

ACCOMPLISHED PRACTICE #5 – DIVERSITY

PROFESSIONAL:

The professional teacher establishes a "risk-taking" environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry and support.

Sample Key Indicators:

Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Fosters a learning environment in which all students are treated equitably. Recognizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole groups.

Conducts lessons that honor the various learning styles, and cultural and linguistic backgrounds of students.

Varies teaching techniques and strategies to effectively instruct all students.

Selects appropriate materials, technology, and resources to assist all students in the learning process.

Analyzes and uses school, family, and community resources to help meet students' learning needs.

Initiates classroom discussions that create a climate of openness, mutual respect, support, and inquiry.

Selects and introduces materials and resources that affirm diversity and honor multiple perspectives.

Recognizes the importance of family and family structure to the individual learner and is aware of student's family situation when planning individual learning.

Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through role modeling and learning activities.

Provides learning situations which will enable the student to practice skills and knowledge needed for success as an adult.

Develops short and long term personal and professional goals relating to diversity.

ACCOMPLISHED PRACTICE #6 – ETHICS

PROFESSIONAL:

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Sample Key Indicators:

Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

Does not unreasonably restrain a student from pursuit of learning.

Does not unreasonably deny a student access to diverse points of view.

Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

Does not use institutional privileges for personal gain or advantage.

Maintains honesty in all professional dealings.

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 to a colleague professional benefits or advantages or participation in any professional organization.

Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

ACCOMPLISHED PRACTICE #7 - HUMAN DEVELOPMENT AND LEARNING

PROFESSIONAL:

Drawing upon well established human development/learning theories and concepts and variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

Sample Key Indicators:

Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.

Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

Builds a portfolio of activities used successfully to engage and motivate students at appropriate developmental levels.

Makes provisions for students' learning styles based on needs and developmental levels.

Can define, describe, and identify learning theories, subject matter structure, curriculum development, and student development processes; can recognize their use in lesson development; and can reflect upon that use.

Presents concepts and principles in a variety of ways and can describe how the methods relate to developmental levels.

Develops short and long term personal and professional goals relating to human development and learning.

ACCOMPLISHED PRACTICE #8 - KNOWLEDGE OF SUBJECT MATTER

PROFESSIONAL:

The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings". The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

Sample Key Indicators:

Communicates knowledge of subject matter in a manner that enables students to learn.

Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.

Uses the references, materials, and technologies of the subject field in developing learning activities for students.

Maintains currency in her/his subject field.

Uses her/his breadth of subject matter knowledge to collaborate with colleagues.

Develops short and long term personal and professional goals relating to knowledge of subject matter.

ACCOMPLISHED PRACTICE #9 - LEARNING ENVIRONMENTS

PROFESSIONAL:

The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.

Sample Key Indicators:

Has a repertoire of techniques for establishing smooth and efficient routines and has had opportunities to practice them.

Involves students in establishing rules and standards for behavior and applies these consistently and equitably.

Has shared the learning environment management responsibilities with students, has learned its potential benefit, and has learned techniques to do so.

Can define, describe and discuss individual student cognitive and affective needs, can relate those needs to learning environments, and has practiced techniques to align student needs, instructional settings, and activities.

Provides opportunities for students to be accountable for their own behavior.

Provides a safe place for students to take risks and monitors learning activities by providing feedback and reinforcement to students.

Implements appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs. Arranges and manages the physical environment to facilitate student learning outcomes.

Uses learning time effectively, provides clear directions for instructional activities and routines, maintains instruction momentum, and makes effective and efficient use of time required in the learning environment for administrative and organizational activities.

Maintains academic focus of students by use of varied motivational devices.

Works to maintain instructional momentum during transitions between activities.

Develops short and long term personal and professional goals relating to learning environments.

ACCOMPLISHED PRACTICE #10 – PLANNING

PROFESSIONAL:

The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans.

Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

Sample Key Indicators:

Confers with other teacher-leaders in order to use student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities.

Plans and implements lessons connecting goals, learning activities, outcomes, and evaluation.

Plans activities that promote high standards through a climate which enhances and expects continuous improvement.

Provides comprehensible instruction based on performance standards required of students in Florida public schools.

Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.

Plans activities that utilize a variety of support and enrichment activities and materials.

Assists students in developing skills in accessing and interpreting information.

Assists students in using the resources available to them as she/he recognizes and builds upon student differences.

Modifies the visual and physical environments to correspond with the planned learning activity.

Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.

Plans and conducts lessons that are interdisciplinary and which use content from other subject areas.

Helps students develop concepts through a variety of methods.

Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

Cooperatively works with colleagues in planning instruction.

Uses community resources available at the school for classroom activities.

Develops short and long term personal and professional goals relating to planning.

ACCOMPLISHED PRACTICE #11 - ROLE OF THE TEACHER

PROFESSIONAL:

The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

Sample Key Indicators:

Serves as an advocate for her/his students.

Confers with students and their families to provide explicit feedback on student progress and obtains assistance for families.

Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.

Uses the community to provide students with a variety of experiences to examine and explore career opportunities.

Works with school volunteers to support classroom activities.

Can describe overt signs of child abuse and severe emotional distress, and, when recognized, can take appropriate intervention measures, referral, and reporting actions.

Can describe overt signs of alcohol and drug abuse, and, when recognized, can take appropriate intervention measures, referral, and reporting actions.

Works with colleagues to meet identified educational, social, linguistic, cultural, and emotional needs of students.

Observes colleagues using continuous quality improvement techniques and assists the school community in managing its own school improvement efforts.

Communicates with families including those of culturally and linguistically diverse students to become familiar with the students' home situations and backgrounds.

Develops short and long term personal and professional goals relating to the roles of a teacher.

ACCOMPLISHED PRACTICE #12- TECHNOLOGY (revised 9-4-03)

PROFESSIONAL:

The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

Sample Key Indicators:

Routinely demonstrates a basic level of technology competency, and ensures that students have opportunities to attain basic technology literacy skills.

Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards.

Models legal and ethical uses of technology.

Identifies and uses standard electronic media to provide instruction at appropriate student skill level.

Uses technology to construct teaching materials and learning activities.

Uses technology productivity tools to monitor and manage student learning.

Teaches students to use available computers and other forms of technology as they relate to curricular activities.

Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools.

Reviews and recommends educational software tools for instruction.

Uses and disseminates digital information to stakeholders through intranets and/or the Internet.

Participates in collaboration via technology to support learning.

Includes technology integration goals in a professional development plan.

The professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

FOR FURTHER INFORMATION

CALL, WRITE OR EMAIL:

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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 outstanding teacher uses on-going formative assessment practices to monitor.</p> <p style="text-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 style="text-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 style="text-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 outstanding 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 style="text-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.</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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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>outstanding 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 outstanding 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 outstanding support teacher is an integral member of the academic support team(s) to which they are assigned. When appropriate, the outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding instructional support teacher supports efforts to identify and implement a variety of strategies to prevent misbehavior and to teach appropriate alternatives. The outstanding instructional support teacher demonstrates expertise in aligning strategies with specific needs and that result in improved behavior. When providing direct classroom assistance, the outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding teacher continually updates knowledge of his/her subject field including both content and instructional practices. The outstanding 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 outstanding instructional support teacher continually updates knowledge of his/her field. The outstanding 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 outstanding 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 outstanding 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 outstanding 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 measures.</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 outstanding 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 outstanding teacher provides clear, understandable directions for instructional activities and routines. Students are made aware of the desired learning outcomes. The outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding teacher uses a variety of assessment data and anecdotal records to identify individual student needs. When learning deficiencies are identified, the outstanding 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 outstanding 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 outstanding instructional support teacher analyzes a variety of assessment data and anecdotal records to identify priorities. The outstanding 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 outstanding instructional support teacher collaborates with other professionals and support staff to gather additional information and to identify appropriate services. The outstanding instructional teacher continually assesses progress, seeks feedback, and varies support services based on the results. The outstanding instructional support teacher identifies outstanding 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 outstanding teacher makes provision for these differences in his/her lessons and assessment practices. The outstanding teacher collaborates with other professionals, family, and support staff to ensure appropriate services and to build a comprehensive learning plan. The outstanding 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 outstanding 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>(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>(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>(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 outstanding instructional support teacher makes provision for student/class/school differences in his/her support services and practices. The outstanding 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 outstanding 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 outstanding 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
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ABILITY TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS WITH STUDENTS, FAMILIES AND COLLEAGUES

<ul style="list-style-type: none"> ▪ Ability to establish a classroom environment conducive to learning ▪ Ability to establish positive personal relationships ▪ Collaborates with colleagues to provide for student needs 	<ul style="list-style-type: none"> ▪ Ability to establish environments conducive to collaboration ▪ Ability to establish positive personal relationships ▪ Collaborates with colleagues to provide for support services
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<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 outstanding 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 outstanding instructional support teacher communicates in a non-judgmental manner support recommendations based on best practice. The outstanding instructional support teacher encourages risk-taking, and provides positive, fair feedback about performance. The outstanding 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 outstanding teacher consistently shares ideas and materials with colleagues, communicates effectively and positively to find solutions as issues arise. The outstanding teacher is actively involved in the school improvement process and other school activities. The outstanding 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 outstanding 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 outstanding instructional support teacher consistently shares ideas and materials with colleagues, communicates effectively and positively to work out solutions as issues arise. The outstanding 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 outstanding 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 outstanding 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

<u>EXEMPLARS</u>	<u>GUIDING QUESTIONS</u>	<u>DESCRIPTORS</u>	<u>INSTRUCTIONAL SUPPORT EXEMPLARS</u>
<p>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 outstanding 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 outstanding teacher designs, implements and achieves the goals of his/her individual professional development plan based on student achievement data needs.</p>	<p>Updates Content Knowledge and Current Educational Practice</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Assists others in acquiring skills and knowledge in a specific area of responsibility, if applicable. <input type="checkbox"/> 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. <input type="checkbox"/> Conducts a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. <input type="checkbox"/> Engages in continuous professional quality improvement for self, students, and school. <input type="checkbox"/> Provides information, in-service, or training for other faculty members. <input type="checkbox"/> Shares relevant information about teacher's area of responsibility <input type="checkbox"/> Serves on teams for the orientation and induction of teachers new to the 	<p>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 outstanding 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 outstanding instructional support teacher designs, implements and achieves the goals of his/her individual professional development plan based on data.</p>
	(Continued)	(Continued)	

<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 outstanding 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 outstanding 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 outstanding 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 outstanding 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 outstanding instructional support teacher identifies and recognizes outstanding 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
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ETHICS/JUDGMENT

<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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
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<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 style="text-align: center;">(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 style="text-align: center;">(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 outstanding 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 outstanding 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
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POLICIES AND PROCEDURES

<ul style="list-style-type: none"> ▪ Adheres to policies and procedures as defined by the district. ▪ Completes all record-keeping tasks as prescribed by the district. 	<ul style="list-style-type: none"> ▪ Adheres to policies and procedures as defined by the district ▪ Completes all record-keeping tasks as prescribed by the district.
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<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 outstanding teacher is knowledgeable about district and school policies and procedures and follows all school and district requirements. The outstanding 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 outstanding instructional support teacher is knowledgeable about district/department/school policies and procedures and follows all requirements. The outstanding 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 outstanding 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. <input type="checkbox"/> Performs other incidental tasks <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 outstanding 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>

		<p>programs.</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

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

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
DeLand Administrative Complex
P. O. Box 2118
200 N. Clara Avenue
DeLand, FL 32721**

For more information, contact the following:

**Marta Pascale, Extension 50817
Marilyn Cherubini, Extension 20172**