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INTRODUCTION

The Orange County Public Schools’ Instructional Personnel Assessment System is designed to contribute toward achievement of goals identified in the District Plan, support district and school-level improvement plans, and promote actions that are consistent with the district’s stated purpose for instructional personnel assessment. CTA Contract: Article X

PHILOSOPHY

The Orange County Public Schools’ Instructional Personnel Assessment System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and evaluatee is a critical component. The overall purpose of assessment is to improve the quality of instruction and student performance through collaborative conversations and professional development. This purpose can best be achieved by establishing an assessment system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences. Contemporary research findings relative to effective practices for the assessment of instructional personnel should be reflected in the activities and techniques employed as this set of system components is implemented.

Please remember an additional component to the assessment system is the option of using the National Board Certification process as the Action Plan for the Professional Growth Plan for continuing contract or professional services contract teachers. See page 4 of this document for details regarding use of the National Board Certification process as the Action Plan for the Professional Growth Plan option.

Two additional noteworthy components in the assessment system are an invitation to parents to provide input to the assessment process and the Individual Professional Development Plan. In order to provide input to the assessment process, each school will include the following statement to be placed in their school newsletter semi-annually: “Our goal is for students to learn and achieve. We invite you to give your input on our instructional program. If you have suggestions that will help our faculty improve instruction or services, please feel free to send them to your principal.” This invitation will occur during the first and second semester.

The Individual Professional Development Plan is the result of Florida Statute Chapter 1012.98(4) (5). It is designed to increase professional growth of instructional personnel that links and aligns activities with student and instructional personnel needs as determined by school improvement plans, annual school reports, and student achievement data. The need for any training activity defined in a teacher’s Individual Professional Development Plan must be clearly related to specific performance data for the students to whom the teacher is assigned. Plans must include clearly defined professional development objectives and specific measurable improvements in student performance that are expected to result from the professional development activity.

COLLABORATION

The Instructional Personnel Assessment System was cooperatively developed by a representative sample of those who will administer and be assessed through procedures prescribed in the system. The system development team was composed of sixteen (16) persons each selected by the Orange County Classroom Teachers Association, Inc. and the School Board of Orange County, Florida.

TRAINING

An online IPDP tutorial can be found at http://pdsonline.ocps.net. Log in using your OCPS username and password. IPDP Tutorial will be listed under Recommended Courses.
ASSESSMENT PROCESS

The Orange County Public Schools’ Instructional Personnel Assessment System is based on the Florida Department of Education Educator Accomplished Practices for the Twenty-First Century.

1. Assessment – Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
2. Communication – Uses effective communication techniques with students and all other stakeholders.
3. Continuous Improvement – Engages in continuous professional quality improvement for self and school.
4. Critical Thinking – Uses appropriate techniques and strategies which promote and enhance critical creative, and evaluative thinking capabilities of students.
5. Diversity – Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs and socioeconomic background.
7. Human Development & Learning – Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
8. Knowledge of Subject Matter – Demonstrates knowledge and understanding of the subject matter.
9. Learning Environment – Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
10. Planning – Plans, implements, and evaluates effective instruction in a variety of learning environments.
11. Role of the Teacher – Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
12. Technology – Uses appropriate technology and learning processes.

The recommended components and procedures for the Orange County Public Schools’ Instructional Personnel Assessment System have been developed to complement the philosophy established for the system. This system includes components and procedures that provide for the professional development of instructional personnel new to the profession and/or the school district. Special components and procedures are included to enrich the knowledge and skills of experienced teachers toward making professional growth truly a life-long process.

ANNUAL CONTRACT TEACHERS

1. The OCPS Instructional Personnel Assessment Instrument, the Florida Performance Measurement System (FPMS), the Individual Professional Development Plan process (IPDP), and supplemental data gathering strategies and forms will be used as the performance assessment of annual contract teachers.
2. The teacher will be assessed at least once each semester (twice each school year) with one or more observations occurring prior to each assessment. Assessment shall include but not be limited to data collected through the observation process.
3. Reemployed OCPS retirees who hold annual contract status may forgo, if jointly agreed upon by the administrator and teacher, FPMS observation and instead utilize the professional growth plan and process outlined within the CC or PSC assessment process. This is only for returning OCPS teachers and only if jointly agreed upon.
4. Assessment occurring during the first semester will be considered preliminary and the forms are for school work location use only. The preliminary assessment will be used for planning purposes only.
5. Each formal observation shall be followed by an assessment conference held between the teacher and principal/supervisor.
6. At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the Professional Improvement Plan in order to resolve the area of concern.
7. A Professional Improvement Plan must be written when the following circumstances occur:
   a. A criterion on the OCPS Instructional Personnel Assessment form is rated as “needs improvement” or “unsatisfactory.”
   b. A teacher requests that a Professional Improvement Plan be written.
8. Teachers new to the district who are eligible for fast track certification will be assessed the same as other annual contract teachers.

9. Failure to show growth on a Professional Improvement Plan may result in an “unsatisfactory” rating on one or more criteria on the assessment form.

10. An “unsatisfactory” rating on one or more criteria on the final assessment may result in the nonreappointment of a teacher.

CONTINUING OR PROFESSIONAL SERVICES CONTRACT TEACHERS

1. The process for the assessment of teachers holding a continuing contract or professional services contract will include the use of the OCPS Instructional Personnel Assessment Instrument, either data collection using the FPMS Summative Observation Instrument, OCPS supplemental data collection instruments or the development and implementation of a Professional Growth Plan, and the Individual Professional Development Plan process.

2. The implementation of the National Board Certification process may be the Action Plan for the Professional Growth Plan. Teachers who withdraw from the National Board Certification process after the Professional Growth Plan has been implemented, after the first 45 days of the school year, will be assessed using either the FPMS Summative Observation Instrument or OCPS supplemental data collection instruments.

3. At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the Professional Improvement Plan in order to resolve the area of concern.

4. A teacher who selects the Professional Growth Plan option must establish at least one professional growth goal annually within the first 45 days of a school year or assignment to a campus.

5. The Professional Growth Plan goals will be based upon the criteria/indicators on the OCPS assessment form or school improvement plan and will be generated by the teacher and mutually agreed upon by the principal and teacher.

6. Support documentation for the Professional Growth Plan will be used to verify the accomplishment of the goal(s) included in the plan. Documentation will be written and mutually agreed upon when the Professional Growth Plan is developed, i.e., observations, video tapes, student productions, student portfolios, teacher portfolios.

7. Satisfactory implementation of the Professional Growth Plan is based on the completion of the identified strategies as stated in the action plan.

8. When a teacher is participating in the Professional Growth Plan and a change in classroom performance or other problem occurs, a conference will be held to identify a course of action. A Professional Improvement Plan may be written as a result of this conference.

9. When a Professional Improvement Plan is implemented, progress toward accomplishing the strategies on the Professional Growth Plan may be temporarily suspended until the identified problem(s) has (have) been corrected. If improvement in performance does not occur in the time frame established on the Professional Improvement Plan, this may be reflected on the assessment form as a “needs improvement” or “unsatisfactory” rating on one or more criteria. The following year, the teacher will be placed in the formal observation mode using the FPMS summative instrument or other appropriate OCPS observation instrument.

10. Teachers selecting the performance observation mode of assessment shall be assessed at least once each year with one or more observations occurring prior to the assessment. Assessment shall include, but not be limited to, data collected through the observation process.

11. Teachers selecting the Professional Growth Plan mode of assessment shall be assessed once annually at the end of the Professional Growth Plan cycle.

GRAPHIC DESCRIPTION OF PROCESS

Following are two charts that graphically describe the assessment process for both annual contract teachers and those holding professional services or continuing contracts.
DATA GATHERED THROUGH PERFORMANCE OBSERVATION(S) UTILIZING THE FPMS AND/OR OCPS SUPPLEMENTAL DATA GATHERING INSTRUMENTS WITH PRE-POST CONFERENCE
(at least once during the first semester after the first 20 days of assignment and by the close of the first semester)

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WRITTEN
(within the first 45 duty days of employment)

PRELIMINARY PERFORMANCE ASSESSMENT UTILIZING THE OCPS INSTRUCTIONAL PERSONNEL ASSESSMENT FORM WITH CONFERENCE
(once before the close of the first semester)

DATA GATHERED THROUGH PERFORMANCE OBSERVATION(S) UTILIZING THE FPMS AND/OR OCPS SUPPLEMENTAL DATA GATHERING INSTRUMENTS WITH PRE-POST CONFERENCE
(at least one between December 1 and April 1)

NOTE: Two formal observations should not be completed during the month of December.

FINAL PERFORMANCE ASSESSMENT UTILIZING THE OCPS INSTRUCTIONAL PERSONNEL ASSESSMENT FORM AND THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WITH CONFERENCE
(during the second semester by April 1)

IF AT ANY TIME A CHANGE IN CLASSROOM PERFORMANCE OR OTHER PROBLEM OCCURS -- A CONFERENCE WILL BE HELD -- PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED.

Forms to be completed by Evaluator and Evaluatee:

1. Preliminary Assessment Report
2. Individual Professional Development Plan
3. Fall Data Collection
4. Spring Data Collection
5. Final Assessment Report
6. Professional Improvement Plan  (If Needed)

Article X:  B - 6

Article X:  B - 8, 9, 10, 13
CC - PSC CONTRACT TEACHERS

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN WRITTEN
(within the first 45 duty days of employment)

INFORMAL PERFORMANCE MONITORING

DATA GATHERED THROUGH PERFORMANCE OBSERVATION(S) UTILIZING THE FPMS AND/OR OCPS SUPPLEMENTAL DATA GATHERING INSTRUMENTS WITH PRE-POST CONFERENCE (at least one per year after the 20th day of student attendance but prior to May 1)

IF AT ANY TIME A CHANGE IN CLASSROOM PERFORMANCE OR OTHER PROBLEM OCCURS -- A CONFERENCE WILL BE HELD -- PROFESSIONAL IMPROVEMENT PLAN MAY BE WRITTEN AND/OR THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN MAY BE ALTERED.

(REENTRY) (REENTRY)

PROFESSIONAL GROWTH PLAN OPTION INTENT (by 20th day of student attendance)

PROFESSIONAL GROWTH PLAN DEVELOPED (at least one goal written within first 45 duty days of school year)

PROFESSIONAL GROWTH ACTIVITIES (ongoing)

SUPPORT PROVIDED BY PRINCIPAL AND/OR PEER MENTORS (ongoing)

GROWTH PLAN DOCUMENTED (Prior to May 1)

PROFESSIONAL IMPROVEMENT PLAN CONTINUED (According to plan timelines)

ASSESSMENT OF PERFORMANCE UTILIZING THE OCPS INSTRUCTIONAL PERSONNEL ASSESSMENT INSTRUMENT AND THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (During second semester prior to May 1)

Article X: B - 8, 9, 10, 13
ASSESSMENT CRITERIA

The assessment criteria are statements of job competencies as well as responsibilities. They are to be used as the basis for identifying teacher strengths and areas in need of improvement during the assessment process. All assessment criteria are supported by one or more teacher competencies that include observable indicators. Six major assessment criteria are to be included in the Instructional Personnel Assessment System. A list of these criteria follows:

I. Classroom Management and Discipline*
II. Curriculum Knowledge*
III. Planning and Delivering Instruction*
IV. Assessment of Student Performance and Individual Professional Development Plan*
V. Interpersonal Skills
VI. Professional Responsibilities

*State of Florida mandated assessment criteria areas (Chapter 1012.34, F.S.)

Indicators for consideration as teachers and administrators engage in using the assessment system are shown on the preliminary and final assessment documents (Appendices A & J).

ASSESSMENT SYSTEM FORMS

Two sets of forms have been developed and are available for use as the assessment system is implemented. These forms are identified in the following section. Forms that are required and/or optional for use with the various teacher contract categories, i.e., annual contract (AC) or continuing contract/professional service contract (CC/PSC) are also noted in the following section. Please note that Data Collection Forms cannot be used for final assessment. All instructional final assessments must be completed on the final assessment report. All forms are available at http://intranet.ocps.net.

<table>
<thead>
<tr>
<th>FORMS</th>
<th>REQUIRED</th>
<th>OPTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Assessment Report (Appendix A)</td>
<td>X</td>
<td>AC</td>
</tr>
<tr>
<td>Individual Professional Development Plan (Appendix B)</td>
<td>X</td>
<td>CC/PSC</td>
</tr>
<tr>
<td>Professional Growth Plan Form (Appendix C)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Final Assessment Report (Appendix J)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>School Social Workers Final Assessment Report (Appendix K)</td>
<td>X</td>
<td>AC</td>
</tr>
<tr>
<td>Professional Improvement Plan Form (Appendix L)</td>
<td></td>
<td>CC/PSC</td>
</tr>
</tbody>
</table>

**Data Collection Forms**

For AC Teachers or CC/PSC Teachers Not Completing Growth Plans

- Florida Performance Measurement System Observation Form (Appendix D) | X | X |
- Instructional Support Teachers Data Collection Form (Appendix E)    | X | X |
- Student Services Specialist Data Collection Form (Appendix F)        | X | X |
- Media Specialist/Technology Specialist Data Collection Form (Appendix G) | X | X |
- Special Instructional Assignments Data Collection Form (Appendix H)  | X | X |
- School Nurse Data Collection/Assessment Report Form (Appendix I)     | X | X |
This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

PRELIMINARY ASSESSMENT REPORT

This form is designed to be used as a formative assessment tool for annual contract teachers.

Directions for completing the report and the assessment rating descriptors appear on the back side of the assessment report form.
This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PRELIMINARY ASSESSMENT REPORT

Name Personnel # School Year
School Teaching Assignment
Certification Held Observation Mode
FPMS or Alternative Form
(Circle one)

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.

*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. □ Classroom Management and Discipline
   • Promotes self-expression by students and enables them to contribute through discussion and activities
   • Provides for the health and safety of students while maintaining flexibility to meet their needs
   • Aids students in managing time efficiently
   • Uses physical facilities and equipment to the best advantage
   • Maintains instructional momentum
   • Begins instruction promptly
   • Handles material in an orderly manner
   • Promotes effective classroom interaction, communication and mutual respect while working independently or in a group
   • Creates an atmosphere of mutual respect between students and teacher
   • Stops misconduct
   • Develops high expectations for student achievement and behavior and clearly conveys them to all students in a positive, consistent, calm, and fair manner
   • Positively reinforces appropriate student behavior

II. □ Curriculum Knowledge
   • Demonstrates knowledge of appropriate technology (i.e., manipulatives, hardware, software, etc.) as it relates to the curriculum
   • Relates the curriculum to students in a meaningful manner by utilizing real-world applications
   • Plans for integration of curriculum as appropriate
   • Presents concepts, principles, and rules effectively
   • Presents evidence for value judgment

III. □ Planning and Delivering Instruction
   • Facilitates classroom discussion
   • Uses evaluative techniques to improve teaching-learning experiences
   • Establishes long-range and immediate objectives and strategies for instructional activities in accordance with the district curriculum and mission statement
   • Defines instructional goals clearly
   • Plans for individual differences by individualizing instruction as far as possible to the level of each student in his/her learning style
   • Plans an appropriate sequence of skills
   • Collects information about each student (cumulative records, diagnostic test scores, etc.) and maintains the confidentiality of that information
   • Expresses enthusiasm verbally, challenges students and uses body behavior to show interest in students
   • Uses a variety of instructional materials and resources
   • Gives directions, assigns/checks comprehension of homework/seatwork/assignments, gives feedback
   • Presents an objective, purpose or anticipatory set for each new lesson
   • Gives clear directions and procedures for all student assignments and activities
   • Orient students to activities at hand as frequently as necessary to allow for maximum on-task learning
   • Checks for student understanding throughout the lesson presentation and in all types of learning activities
   • Manages time efficiently and organizes work
   • Uses a variety of classroom activities and instructional materials which are challenging to students
   • Orient students to classwork/maintains academic focus
   • Conducts beginning/ending reviews and emphasizes important points
   • Recognizes response/amplifies/gives correct feedback
   • Maintains accurate student records
   • Provides students with an opportunity for independent and guided practice of new learning
   • Clarifies and, when necessary, presents instruction in more than one modality
   • Provides a review of closure activity in all new learning activities
   • Circulates and assists students and dignifies all responses
   • Provides activities which encourage students to think
   • Utilizes questions to build academic comprehension/lesson development
   • Provides opportunities for outside participation and utilization of community resources
   • Reviews test items/gives reasons for answers

Comments:

E = Effective   ER = Effective with Recommendations   *NI = Needs Improvement   *U = Unsatisfactory   **NA = Not Applicable
IV. Assessment of Student Performance and Individual Professional Development Plan

- Records student grading/progress to reflect reasonable progress
- Shows that planning and records reflect movement on continuation of skills
- Refers students with special needs for appropriate assistance
- Provides appropriate course modifications
- Demonstrates sensitivity towards multi-cultural diversity
- Responds to the individual needs, aptitudes, talents and learning styles of students by using a variety of assessment techniques
- Reviews multiple student performance data including both state and local required assessments and gives input into the Individual Professional Development Plan process based on the data
- Uses appropriate skills and strategies that promote creative/critical thinking capabilities of students
- Assesses students’ readiness at the beginning of the school year
- Uses skills gained from the Individual Professional Development Plan process to make instructional decisions
- Balances formative and summative assessment that measure and support student progress
- Completes the Individual Professional Development Plan process including examination of student data related to AYP status and subgroups
- Documents student performance in a variety of appropriate ways
- Provides data which reflect overall improvement in students’ performance

Comments:

V. Interpersonal Skills

- Consults with other teachers, team leaders, department heads, consultants and specialists
- Cooperates in planning special programs and activities during school hours
- Maintains good rapport with colleagues, staff, and students
- Shares ideas, materials, methods and concerns regarding students with professional colleagues
- Seeks innovative or best practices for the classroom
- Shows concern for students, their families and personal problems
- Is consistent and fair in counseling with students, individually and in groups
- Demonstrates sensitivity to multicultural diversity
- Helps students to develop positive self-concepts and student behavior patterns
- Assists students in the evaluation of their own growth and development
- Guides students in changing negative attitudes into positive and constructive ones
- Interprets and clarifies school policies/programs
- Uses a variety of methods to communicate with parents/community
- Clearly conveys to parents their child’s academic achievement and classroom behavior
- Encourages parent/community participation in school activities and conferences
- Uses a positive approach in parent relations and maintains confidentiality

Comments:

VI. Professional Responsibilities

- Participates in the development and implementation of school policies and procedures when given the opportunity
- Supports school and district programs and activities
- Participates in school and district committees
- Demonstrates a positive attitude toward the teaching profession
- Shares in the evaluation and effectiveness of the educational program with the School Advisory Council
- Abides by state statutes, district policies, and teachers’ code of ethics
- Develops a personal professional development plan and demonstrates work toward achieving these goals
- Demonstrates an awareness and utilization of school resources
- Is appropriately certificated in instructional field(s)
- Updates knowledge in field by taking additional college courses, inservice participation or engaging in other learning activities
- Meets professional obligations on time
- Respects the rights of others to express divergent opinions
- Remains controlled and effective under pressure
- Operates as a team member as well as a leader

Comments:

Overall Assessment Rating (check one):  

- E = Effective
- ER = Effective with Recommendations
- NI = Needs Improvement
- U = Unsatisfactory

Evaluator’s Signature ___________________________ Date ____________

Evaluatee’s Signature ___________________________ Date ____________

The signature of the teacher does not necessarily imply agreement with the assessment, but rather acknowledges that it has been discussed with the evaluator.
ASSESSMENT RATINGS AND DESCRIPTORS
FOR THE PRELIMINARY ASSESSMENT REPORT

GENERAL DIRECTIONS:

The indicators listed below each criterion are meant to give the evaluator best practices indication of criterion competency. In no way do these indicators represent a fixed number for competency achievement. Each criterion is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance. When determining the overall assessment rating, a teacher may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement. It is highly recommended that the evaluator make comments for each of the six areas and are required for areas shown as Needs Improvement (NI) or Unsatisfactory (U).

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that criterion and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

ASSESSMENT RATINGS AND DESCRIPTIONS
FOR THE PRELIMINARY ASSESSMENT REPORT

Effective: Shows competent performance as evidenced by applicable indicators.

Effective with Recommendations: Shows competent performance with minor recommendations for growth, improvement and/or change.

Needs Improvement: Shows less than satisfactory performance in one or more applicable indicators.

Unsatisfactory: Does not show adequate performance in one or more applicable indicators.

Not Applicable: Evaluatee’s job performance cannot be measured by this criterion.
# APPENDIX B
## ORANGE COUNTY PUBLIC SCHOOLS
### INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN for 20__ - 20__

**TEACHER:** ___________________________  **ADMINISTRATOR:** ___________________________  **SCHOOL:** ___________________________

**Focus (School Improvement Goal):**

<table>
<thead>
<tr>
<th>Student Baseline Data</th>
<th>Needs-based Question for Professional Inquiry</th>
<th>Expected Student Achievement Goal(s)</th>
<th>Related Professional Development Objective(s)</th>
<th>Related Professional Training &amp; Learning Activities</th>
<th>Classroom Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific student achievement data indicates the need for improvement?</td>
<td>In reflecting on this student achievement data, what instructional question(s) comes to mind?</td>
<td>What is your expectation of student achievement as a result of your professional development?</td>
<td>What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals?</td>
<td>How will you use research-based knowledge and strategies that will help you achieve your stated professional development objective(s)?</td>
<td>What practices have you implemented in your classroom as a result of your professional development?</td>
</tr>
</tbody>
</table>

(Indicated Classroom Level Data that is disaggregated by student performance level, gender, ethnicity, and/or socio-economic status.)

(Indicated a measurable result on a specific assessment. Multiple data sources are encouraged.)

How do you plan to share what you’ve learned in the IPDP process? (Check all that apply.)

<table>
<thead>
<tr>
<th>Action Research Report</th>
<th>Learning Community Sharing</th>
<th>Sharing At A Workshop or Conference</th>
<th>Web-based Sharing</th>
<th>Dept. or Team Meeting</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ yes</td>
<td>□ no</td>
<td>□ to be continued</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiation:** ___________________________

**IPDP Conferences:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher Signature</th>
<th>Administrator Signature</th>
<th>Interim Review date(s)—Optional</th>
</tr>
</thead>
</table>

**Final Review:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher Signature</th>
<th>Administrator Signature</th>
<th>Was the student achievement goal(s) accomplished?</th>
</tr>
</thead>
</table>

| □ yes | □ no | □ to be continued |

**Comments:** ___________________________

OCPSPDS 2010
APPENDIX C

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PROFESSIONAL GROWTH PLAN
(Option for CC/PSC Teachers)

NAME OF SCHOOL

TEACHER’S NAME_____________________________________
ADMINISTRATOR’S NAME________________________________

GOAL

GOAL INITIATED
Teacher’s Signature Date Administrator’s Signature Date

Signatures represent intent to complete a professional growth plan in lieu of formal observations for assessment purposes. The administrator and I will set collaborative goals, discuss and agree upon reasonable resources, develop timelines, and review dates in order to monitor progress. We further agree to work toward the successful completion of those goals which may be similar to those outlined in my IPDP.

<table>
<thead>
<tr>
<th>ACTION PLAN</th>
<th>TARGET COMPLETION DATE</th>
<th>REVIEW</th>
<th>COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

GOAL/IPDP ACCOMPLISHED: YES NO
Teacher’s Signature Date Administrator’s Signature Date

COMMENTS:_______________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

Evaluator
Evaluatee

I choose to use my Individual Professional Development Plan as my growth plan this year.

_________________________________________ Evaluatee
_________________________________________ Evaluator
**APPENDIX D**

**FLORIDA PERFORMANCE MEASUREMENT SYSTEM**

**SCREENING/SUMMATIVE OBSERVATION INSTRUMENT**

### 3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>TOT.</th>
<th>FREQUENCY</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begins instruction promptly</td>
<td>1. Delays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Handles materials in an orderly manner</td>
<td>2. Does not organize materials systematically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Orients students to classroom/ maintains academic focus</td>
<td>3. Allows talk/activity unrelated to subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Questions: academic comprehension/ lesson development</td>
<td>a. Single factual (Domain 5.0)</td>
<td>b. Requires analysis/ reasons</td>
<td></td>
</tr>
<tr>
<td>6. Recognizes response/amplifies/gives correct feedback</td>
<td>5a. Allows union response</td>
<td>5b. Poses multiple questions asked as one</td>
<td></td>
</tr>
<tr>
<td>7. Gives specific academic praise</td>
<td>7. Uses general, nonspecific praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Provides for practice</td>
<td>8. Extends discourse, changes topic with no practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Circulates and assists students</td>
<td>10. Remains at desk/circulates inadequately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.0 PRESENTATION OF SUBJECT MATTER

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>TOT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Treats concepts - definition/attributes/examples/nonexamples</td>
<td>11. Gives definition or examples only</td>
</tr>
<tr>
<td>12. Discusses cause-effect/uses linking words/appplies law or principle</td>
<td>12. Discusses either cause or effect only/uses non linking word(s)</td>
</tr>
<tr>
<td>13. States and applies academic rule</td>
<td>13. Does not state or does not apply academic rule</td>
</tr>
<tr>
<td>14. Develops criteria and evidence for value judgment</td>
<td>14. States value judgment with no criteria or evidence</td>
</tr>
<tr>
<td>15. Emphasizes important points</td>
<td>15.</td>
</tr>
<tr>
<td>17. Uses vague/scrambled discourse</td>
<td>17.</td>
</tr>
<tr>
<td>18. Uses loud-grating, high-pitched, monotone, inaudible talk</td>
<td>18.</td>
</tr>
<tr>
<td>19. Uses body behavior that shows interest - smiles, gestures</td>
<td>19. Frowns, deadpan or lethargic</td>
</tr>
<tr>
<td>20. Stops misconduct</td>
<td>20. Delays desists/don't stop misconduct/desists punitively</td>
</tr>
</tbody>
</table>

### 5.0 COMMUNICATION: VERBAL AND NONVERBAL

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>TOT.</th>
</tr>
</thead>
</table>

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**Note:** Directions for completing the information required on this instrument are in the FPMS Coding Manual.

**Observer’s Notes:**

---

**Teacher’s Name:**  
(Last) ______  (First) ______  (Middle) ______

**School Name:** ______  Number ______  _____

**Observer’s Name:**  
(Last) ______  (First) ______  (Middle) ______

**SS# ___ ___ ___**  
(Last) (First) (Middle) ______

**Teacher’s Name:**  
(Last) ______  (First) ______  (Middle) ______

**Position:**  
1. Principal  2. Asst Principal  3. Teacher  4. Other/Specify

**Class ____ Grade Level ____**

**Type of Classroom/Facility in Which the Observation Occurred:**

1. Regular Classroom - Self-contained, Open, Pod  
2. Laboratory or Shop  
3. Field, Courtyard or Gymnasium  
4. Media Room, Library or Office

**Subject Area Observed:**


**Number of Students in Class ____**

**Observation Information Date ____ / ____ / ____**

**Type of Observation:**

1. New Teacher  2. Dist. Assess.  3. Other/Specify

**Screening Obs. ____**  
1. Lecture  2. Interaction/Discussion  3. Independent Study/Lab or Shop Work

**Summative Obs. ____**  

---

**Florida Department of Education**

**www.fldoe.org**

---

3/4/2010
# APPENDIX E

## ORANGE COUNTY PUBLIC SCHOOLS

### DATA COLLECTION FORM

**INSTRUCTIONAL SUPPORT TEACHERS**

*FOR AC TEACHERS OR CC/PSC TEACHERS NOT COMPLETING A GROWTH PLAN*

**Instructional Support Teacher's Name** ____________________________  **Dept./School** ____________________________

**Observer's Name** ____________________________  **Observation/Data Collection Date** ____________________________

<table>
<thead>
<tr>
<th></th>
<th>E = Effective</th>
<th>ER = Effective with Recommendations</th>
<th>NI = Needs Improvement</th>
<th>U = Unsatisfactory</th>
<th>NA = Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reviews appropriate student performance data and gives input into the Individual Professional Development Plan process based on the data.</td>
<td>1.</td>
<td>ER</td>
<td>NI</td>
<td>U</td>
</tr>
<tr>
<td>2.</td>
<td>Conducts instructional planning with departments, school-level administrators and/or individual teachers.</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Assists with implementation of appropriate curriculum and instructions.</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is aware of current trends in the area of instruction for which responsible and shares pertinent information with teachers in the field.</td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Participates in development of district/school-level curriculum and assists classroom teachers in implementation.</td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Assists in providing inservice training to teachers and/or administrators.</td>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Assists in obtaining and providing instructional materials.</td>
<td>7.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Demonstrates organizational skills.</td>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Maintains adequate and accurate records.</td>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Is able to present ideas to school-based personnel in a positive, non-threatening manner.</td>
<td>10.</td>
<td></td>
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<tr>
<td>11.</td>
<td>Clearly expresses meaning in both oral and written communication in a positive, honest, and constructive manner.</td>
<td>11.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Demonstrates expertise in area(s) in which certified.</td>
<td>12.</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Demonstrates consideration for the feelings and needs of others, including the curricular needs of staff.</td>
<td>13.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>Uses a variety of techniques to successfully motivate others.</td>
<td>14.</td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>Demonstrates a willingness to perform a variety of tasks and challenges and to be of service to others.</td>
<td>15.</td>
<td></td>
<td></td>
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<tr>
<td>16.</td>
<td>Exhibits rapport and understanding of job functions of district-level and school-level administrators and teachers.</td>
<td>16.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td>Demonstrates knowledge of district rules, policies, and individual school procedures.</td>
<td>17.</td>
<td></td>
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<tr>
<td>18.</td>
<td>Demonstrates management of student conduct.</td>
<td>18.</td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>Assists in evaluating the impact of curriculum.</td>
<td>19.</td>
<td></td>
<td></td>
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<tr>
<td>20.</td>
<td>Assists teachers in the building of a positive classroom environment.</td>
<td>20.</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments by Observer** __________________________________________

**Comments by Teacher/Specialist** __________________________________________

**Signature of Data Collector** ____________________________  **Date** ____________________________

**Signature of Teacher/Specialist** ____________________________  **Date** ____________________________

*The signature of the teacher does not necessarily imply agreement with this observation, but rather, acknowledges that it has been discussed with the observer.*

*Included in this group: CRT, District-Level Teacher, Learning Resource Teacher, Dean and others as appropriate.*
<table>
<thead>
<tr>
<th>KNOWLEDGE OF SUBJECT MATTER</th>
<th>E</th>
<th>ER</th>
<th>NI</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displays professional knowledge of the field.</td>
<td></td>
<td>1.</td>
<td></td>
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<tr>
<td>2. Displays basic knowledge of testing and measurement concepts.</td>
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<td>2.</td>
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<tr>
<td>3. Possesses generic attitudes and values identifiable in guidance functions.</td>
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<td>3.</td>
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<tr>
<td>4. Displays knowledge of Exceptional Education program from referral to staffing.</td>
<td></td>
<td>4.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS MANAGEMENT</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5. Reviews appropriate student performance data and gives input into the Individual Professional Development Plan process.</td>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Makes a professional assessment reviewing the student's records to identify student needs.</td>
<td></td>
<td>6.</td>
<td></td>
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</tr>
<tr>
<td>7. Plans strategies for solution of identified student needs.</td>
<td></td>
<td>7.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Evaluates and selects materials and resources.</td>
<td></td>
<td>8.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Interprets data to professional personnel and parents in terms of the growth and development of the students.</td>
<td></td>
<td>9.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL SKILLS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>10. Interprets records and other supportive information to be used in the educational and career development process.</td>
<td>10.</td>
<td></td>
<td></td>
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<tr>
<td>11. Establishes a positive relationship and environment with students and parents.</td>
<td>11.</td>
<td></td>
<td></td>
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<tr>
<td>12. Provides services to meet student needs.</td>
<td>12.</td>
<td></td>
<td></td>
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<tr>
<td>13. Communicates in a coherent and logical manner.</td>
<td>13.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL RELATIONSHIPS</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>15. Interacts with students and/or parents in a positive manner.</td>
<td>15.</td>
<td></td>
<td></td>
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<tr>
<td>16. Shows respect for and acceptance of others.</td>
<td>16.</td>
<td></td>
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<tr>
<td>17. Counsels with students, parents, and teachers concerning student's needs.</td>
<td>17.</td>
<td></td>
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</tr>
<tr>
<td>18. Provides leadership and direction for others by appropriate relationships with students, parents and staff.</td>
<td>18.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Establishes and maintains cooperative working relationships with schools, district staff, and community resources.</td>
<td>19.</td>
<td></td>
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<tr>
<td>20. Fosters cooperative home/school/agency communications.</td>
<td>20.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL AND DISTRICT REQUIREMENTS</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>22. Follows required policies and regulations.</td>
<td>22.</td>
<td></td>
<td></td>
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<tr>
<td>23. Meets required work schedule.</td>
<td>23.</td>
<td></td>
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<tr>
<td>24. Uses district, state, and federal procedures when appropriate.</td>
<td>24.</td>
<td></td>
<td></td>
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<tr>
<td>25. Attends and participates in professional meetings.</td>
<td>25.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIQUE SERVICES PROVIDED</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Comments by Observer</td>
<td></td>
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</tr>
</tbody>
</table>

Comments by Student Services Specialist

Signature of Data Collector Date Signature of Evaluatee Date

The signature of the teacher does not necessarily imply agreement with this observation, but rather, acknowledges that it has been discussed with the observer.

*Included in this group: Guidance, OCC Specialist, Staffing Coord., Student Placement Spec., Assistant Team Coord., Behavior Spec., Safe Coord., Social Workers and others as appropriate.
APPENDIX G
ORANGE COUNTY PUBLIC SCHOOLS
DATA COLLECTION FORM
MEDIA SPECIALIST/TECHNOLOGY SPECIALIST
FOR AC TEACHERS OR CC/PSC TEACHERS NOT COMPLETING A GROWTH PLAN

Media/Technology Specialist’s Name________________________________ School________________________________
Observer’s Name_________________________________________ Observation/Data Collection Date__________________

<table>
<thead>
<tr>
<th>E = Effective</th>
<th>ER = Effective with Recommendations</th>
<th>NI = Needs Improvement</th>
<th>U = Unsatisfactory</th>
<th>NA = Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT PLANNING</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Establishes cooperation with school community</td>
<td>1.</td>
<td></td>
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</tr>
<tr>
<td>2. Establishes goals, objectives, priorities and strategies</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Establishes policies and procedures</td>
<td>3.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td></td>
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<td></td>
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<tr>
<td>5. Provides access</td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintains user-oriented environment</td>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Arranges and circulates resources</td>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Analyzes data and modifies program</td>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLLECTIONS DEPARTMENT</td>
<td></td>
<td></td>
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<tr>
<td>12. Uses approved selection policies</td>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAINTENANCE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. Provides for maintenance and repair</td>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SERVICES</td>
<td></td>
<td></td>
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<tr>
<td>17. Utilizes scope and sequence guide</td>
<td>17.</td>
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<td></td>
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</tr>
<tr>
<td>CONSULTATION/INFORMATION</td>
<td></td>
<td></td>
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<tr>
<td>20. Provides motivation and guidance in reading/viewing/listening</td>
<td>20.</td>
<td></td>
<td></td>
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<tr>
<td>22. Instructs and updates educators</td>
<td>22.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Participates in curriculum development and planning</td>
<td>23.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>24. Provides production resources and technical assistance</td>
<td>24.</td>
<td></td>
<td></td>
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<tr>
<td>25. Stays informed about/is familiar with current technology and information retrieval</td>
<td>25.</td>
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<tr>
<td>INSTRUCTION</td>
<td></td>
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<tr>
<td>27. Performs other duties as assigned by the principal</td>
<td>27.</td>
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<td></td>
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</tr>
<tr>
<td>TEACHING COMPETENCIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Instructional organization and development</td>
<td>29.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Presentation of subject matter</td>
<td>30.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Management of student conduct</td>
<td>32.</td>
<td></td>
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</tr>
</tbody>
</table>

Comments by Observer__________________________________________
Comments by Media/Technology Specialist________________________

Signature of Data Collector ___________________ Date ______________ Signature of Media/Technology Specialist ___________________ Date ______________

The signature of the teacher does not necessarily imply agreement with this observation, but rather, acknowledges that it has been discussed with the observer.
APPENDIX H

ORANGE COUNTY PUBLIC SCHOOLS
OBSERVATION/DATA COLLECTION FORM

SPECIAL INSTRUCTIONAL ASSIGNMENTS
FOR AC TEACHERS OR CC/PSC TEACHERS NOT COMPLETING A GROWTH PLAN

Evaluatee: ___________________________  School/Worksite ___________________________
Evaluator: ___________________________  Date of Observation ___________________________

Description of Class/Situation Observed: (Narrative to include pre-observation conference input):
______________________________________________________________________________
______________________________________________________________________________
Length of observation: ___________________________

DIRECTIONS: Record applicable statements in Part I regarding what you observed. If it appears that some areas need improvement, make your recommendation in Part II. Attach additional sheets if necessary.

PART I: Observation:
______________________________________________________________________________
______________________________________________________________________________

PART II:

Specific Recommendations:  To be completed on or before  Recommendations carried out
______________________________________________________________________________
______________________________________________________________________________

Comments of Evaluatee (if any). If more space is needed, attach page.
______________________________________________________________________________
______________________________________________________________________________

SIGNATURES:
Observer/Data Collector: ___________________________  Date ___________________________
Evaluatee: ___________________________  Date ___________________________

Signature of evaluatee does not necessarily imply agreement with recommendations or areas in need of improvement, but acknowledges that they have been discussed with evaluator. NOT A FINAL ASSESSMENT
APPENDIX I

ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL NURSE
DATA COLLECTION/ASSESSMENT REPORT

Name ___________________________ Personnel # ___________ School Year ___________

School/Work Location _______________________________________________________________

☐ Preliminary Assessment ☐ Final Assessment

Employment Status:
☐ Probationary ☐ Continued

Directions: Using the rating code above, place the appropriate code in the box next to the school nursing standard named. *Specific recommendations for improvement must be included. **All indicators may not be applicable to your teaching assignment.

The indicators listed below each standard are meant to give the evaluator best practices indication of competency demonstration. In no way do these indicators represent a fixed number for competency achievement. Each standard is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement.

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate a PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that standard and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

ASSESSMENT RATINGS AND DESCRIPTIONS

Effective: Shows competent performance as evidenced by applicable indicators.

Effective with Recommendations: Shows competent performance with minor recommendations as evidenced by applicable indicators.

Needs Improvement: Shows less than satisfactory performance in one or more applicable indicators.

Unsatisfactory: Does not show adequate performance in one or more applicable indicators.

Not Applicable: Evaluatee’s job performance cannot be measured by this criterion.

Standard I: ☐ Theory

Performance Indicators:
1. Demonstrates evidence of use of theory by sharing information with staff, students, family, professionals and the community to assist change
2. Demonstrates application of theory to practice by use of appropriate techniques and information which governs actions

Comments: ________________________________________________________________
Standard II:  □  Problem Solving

Performance Indicators:
1. Assessment: collects and documents information regarding students and gathers additional information from families, staff members, healthcare providers, organizations, and/or the community in a systematic, continuous manner
2. Diagnosis: analyzes assessment data to arrive at conclusions which can be documented
3. Plan: develops a plan of care
4. Identify Outcomes: specifies measurable goals related to nursing and/or medical diagnosis as applicable
5. Implement: executes and adequately documents the interventions noted in a plan of care
6. Evaluate: systematically and continuously appraises client responses to prescribed interventions
7. Records data on appropriate records

Comments:

____________________________________________________________________

____________________________________________________________________

Standard III: □  Clients Identified with Physical and Psychosocial Problems

Performance Indicators:
1. Possesses knowledge to include, but is not limited to:
   * role of the school nurse
   * common and disabling conditions of childhood
   * national and state laws and judicial decisions applicable to Special Education, and the rights of students and parents
   * school district policy and procedures related to students with special needs
   * existence and nature of local resources designed to meet the health educational needs of the child with special needs
   * the roles of other members of the team assessing the student
   * the effect of chronic illness or disability on student and family
2. Participates in and presents findings, nursing diagnoses, and recommendations at team meetings affecting educational/school health activities
3. Participates in the development of the Individualized Health Plan (IHP)
4. Develops and implements nursing plan of care for students with significant health problems
5. Monitors ongoing health status of students with special needs and uses information gathered to adjust students’ health programs as needed
6. Proactively supports the child/student with special health needs
7. Proactively supports the family of the child with special health needs as necessary and appropriate
8. Provides health education and information essential for facilitating inclusion as appropriate
9. Provides information to parents of students with special health needs regarding school policy and procedures related to their child and the child’s condition
10. Supervises, trains, and monitors U.A.P.’s (Unlicensed Assistive Personnel) in the performance of skilled nursing procedures where permitted by state and local law and state Nurse Practice Act

Comments:

____________________________________________________________________

____________________________________________________________________

Standard IV:  □  Communication

Performance Indicators:
1. Uses communication as a positive strategy to achieve goals
2. Employs effective expressive and receptive verbal skills
3. Completes written reports to provide continuity and accountability of the program
4. Employs an effective system of data storage, retrieval, and analysis
5. Demonstrates sensitivity to the values of students, families, and staff
6. Demonstrates understanding and clarification of professional and personal values and the impact of such on own professional communication
7. Employs counseling techniques and crisis intervention strategies in interventions with individuals and groups as appropriate
8. Identifies and uses own interpersonal strengths

Comments:

____________________________________________________________________

____________________________________________________________________
Standard V: Collaboration within the School System

Performance Indicators:
1. Demonstrates knowledge of the philosophy and/or mission of the school district, the kind and purpose of its curricular and extracurricular activities, and its programs and special services
2. Demonstrates knowledge of the roles of other school professionals
3. Delineates roles and responsibilities of health care professionals and adjunct personnel
4. Demonstrates the ability to dialogue appropriately, and as necessary, regarding ongoing care for students/clients
5. Collaborates with parents or caregivers regarding self-care issues of students/clients
6. Collaborates with other school personnel to meet student health, development, and educational needs
7. Recognizes and utilizes as appropriate and necessary the expertise of other school professionals to meet the needs of students
8. Participates as an integral member of the interdisciplinary team(s)
9. Makes home visits, as necessary, to collect data, plan, implement, and/or evaluate client care
10. Functions as school-home liaison in student/family health concerns
11. Advises administrators and the School Board of collaborative plans of care for students as necessary
12. Provides inservice programs for school personnel regarding universal precautions and other health-related issues as needed
13. Establishes a follow-up mechanism for referral of identified students

Comments:

Standard VI: Collaboration with Community Health Systems

Performance Indicators:
1. Identifies community agencies as resources for students and families and evaluates each for appropriateness for clients needs to include: eligibility criteria, costs, accessibility, and other factors which may impact on services to clients
2. Communicates and networks with community health providers regarding client interventions as appropriate
3. Functions as a school-based case manager when collaborating with community providers as appropriate
4. Functions as a liaison for the school in ongoing school-community agency cooperation and collaboration related to health issues
5. Participates in community health needs assessments as necessary
6. Obtains expert consultation as needed

Comments:

Standard VII: Health Education

Performance Indicators:
1. Participates in the assessment of health education needs for the school community
2. Acts as a resource person to school staff regarding health education and health education material
3. Promotes and participates in the integration of health concepts within the regular school curriculum
4. Promotes and collaborates in the application of health promotion principles within all areas of the school community: food services, custodial, etc.
5. Provides individual health teaching and counseling for students and families as needed
6. Provides health instruction for student, staff, and parent groups
7. Promotes student, staff, and school safety through health education
8. Teaches the principles of health promotion and disease prevention to individuals and groups

Comments:
Standard VIII: Professional Responsibility

Performance Indicators:
1. Participates in continuing education programs to increase knowledge and update skills, when applicable, and maintain certification and licensure
2. Demonstrates knowledge of the legal and ethical aspects of nursing practice
3. Maintains professional responsibility, accountability, and behavior
4. Demonstrates sensitivity to the organizational structure of the school system

Comments:__________________________________________________________
____________________________________________________________________
____________________________________________________________________

Overall Assessment Rating (check one):_____ E = Effective       _____ ER = Effective with Recommendations
       _____ NI = Needs Improvement       _____ U = Unsatisfactory

Evaluator’s Signature_________________________________________ Date_________________________
Evaluatee’s Signature_________________________________________ Date_________________________

The signature of the nurse does not necessarily imply agreement with the assessment, but rather acknowledges that it has been discussed with the evaluator.

When determining the overall assessment rating, an individual may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.
This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

FINAL ASSESSMENT REPORT

This form is to be completed for all instructional personnel.

Directions for completing the report and the assessment rating descriptors appear on the back side of the assessment report form.
This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
FINAL ASSESSMENT REPORT

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.

*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. Classroom Management and Discipline

- Promotes self-expression by students and enables them to contribute through discussion and activities
- Provides for the health and safety of students while maintaining flexibility to meet their needs
- Aids students in managing time efficiently
- Uses physical facilities and equipment to the best advantage
- Maintains instructional momentum
- Begins instruction promptly
- Handles material in an orderly manner
- Promotes effective classroom interaction, communication and mutual respect while working independently or in a group
- Creates an atmosphere of mutual respect between students and teacher
- Stops misconduct
- Develops high expectations for student achievement and behavior and clearly conveys them to all students in a positive, consistent, calm, and fair manner
- Positively reinforces appropriate student behavior

Comments:

II. Curriculum Knowledge

- Demonstrates knowledge of appropriate technology (i.e., manipulatives, hardware, software, etc.) as it relates to the curriculum
- Relates the curriculum to students in a meaningful manner by utilizing real-world applications

Comments:

III. Planning and Delivering Instruction

- Facilitates classroom discussion
- Uses evaluative techniques to improve teaching-learning experiences
- Establishes long-range and immediate objectives and strategies for instructional activities in accordance with the district curriculum and mission statement
- Defines instructional goals clearly
- Plans for individual differences by individualizing instruction as far as possible to the level of each student in his/her learning style
- Plans an appropriate sequence of skills
- Collects information about each student (cumulative records, diagnostic test scores, etc.) and maintains the confidentiality of that information
- Expresses enthusiasm verbally, challenges students and uses body behavior to show interest in students
- Uses a variety of instructional materials and resources
- Gives directions, assigns/checks comprehension of homework/seatwork/assignments, gives feedback
- Presents an objective, purpose or anticipatory set for each new lesson
- Gives clear directions and procedures for all student assignments and activities
- Orient students to activities at hand as frequently as necessary to allow for maximum on-task learning
- Checks for student understanding throughout the lesson presentation and in all types of learning activities
- Manages time efficiently and organizes work
- Uses a variety of classroom activities and instructional materials which are challenging to students
- Orient students to classwork/maintains academic focus
- Conducts beginning/ending reviews and emphasizes important points
- Recognizes response/amplifies/gives correct feedback
- Maintains accurate student records
- Provides students with an opportunity for independent and guided practice of new learning
- Clarifies and, when necessary, presents instruction in more than one modality
- Provides a review of closure activity in all new learning activities
- Circulates and assists students and dignifies all responses
- Provides activities which encourage students to think
- Utilizes questions to build academic comprehension/lesson development
- Provides opportunities for outside participation and utilization of community resources
- Reviews test items/gives reasons for answers

Comments:
IV. Assessment of Student Performance and Individual Professional Development Plan

- Records student grading/progress to reflect reasonable progress
- Shows that planning and records reflect movement on continuation of skills
- Refers students with special needs for appropriate assistance
- Provides appropriate course modifications
- Demonstrates sensitivity towards multi-cultural diversity
- Responds to the individual needs, aptitudes, talents and learning styles of students by using a variety of assessment techniques
- Reviews multiple student performance data including both state and local required assessments and gives input into the Individual Professional Development Plan process based on the data
- Uses appropriate skills and strategies that promote creative/critical thinking capabilities of students
- Assesses students’ readiness at the beginning of the school year
- Uses skills gained from the Individual Professional Development Plan process to make instructional decisions
- Balances formative and summative assessment that measure and support student progress
- Completes the Individual Professional Development Plan process including examination of student data related to AYP status and subgroups
- Documents student performance in a variety of appropriate ways
- Provides data which reflect overall improvement in students’ performance

Comments:

V. Interpersonal Skills

- Consults with other teachers, team leaders, department heads, consultants and specialists
- Cooperates in planning special programs and activities during school hours
- Maintains good rapport with colleagues, staff, and students
- Shares ideas, materials, methods and concerns regarding students with professional colleagues
- Seeks innovative or best practices for the classroom
- Shows concern for students, their families and personal problems
- Is consistent and fair in counseling with students, individually and in groups
- Demonstrates sensitivity to multicultural diversity
- Helps students to develop positive self-concepts and student behavior patterns
- Assists students in the evaluation of their own growth and development
- Guides students in changing negative attitudes into positive and constructive ones
- Interprets and clarifies school policies/programs
- Uses a variety of methods to communicate with parents/community
- Clearly conveys to parents their child’s academic achievement and classroom behavior
- Encourages parent/community participation in school activities and conferences
- Uses a positive approach in parent relations and maintains confidentiality

Comments:

VI. Professional Responsibilities

- Participates in the development and implementation of school policies and procedures when given the opportunity
- Supports school and district programs and activities
- Participates in school and district committees
- Demonstrates a positive attitude toward the teaching profession
- Shares in the evaluation and effectiveness of the educational program with the School Advisory Council
- Abides by state statutes, district policies, and teachers’ code of ethics
- Develops a personal professional development plan and demonstrates work toward achieving these goals
- Demonstrates an awareness and utilization of school resources
- Is appropriately certificated in instructional field(s)
- Updates knowledge in field by taking additional college courses, inservice participation or engaging in other learning activities
- Respects the rights of others to express divergent opinions
- Remains controlled and effective under pressure
- Operates as a team member as well as a leader

Comments:

Overall Assessment Rating (check one):

_____ E = Effective

_____ ER = Effective with Recommendations

_____ NI = Needs Improvement

_____ U = Unsatisfactory

Evaluator’s Signature ____________________________ Date ________

Evaluatee’s Signature ____________________________ Date ________

The signature of the teacher does not necessarily imply agreement with the assessment, but rather acknowledges that it has been discussed with the evaluator.
GENERAL DIRECTIONS:

The indicators listed below each criterion are meant to give the evaluator best practices indication of criterion competency. In no way do these indicators represent a fixed number for competency achievement. Each criterion is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance. When determining the overall assessment rating, a teacher may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

The comment section provides an opportunity for documenting outstanding performance and also for identifying specific needs for improvement. It is highly recommended that the evaluator make comments for each of the six areas and are required for areas shown as Needs Improvement (NI) or Unsatisfactory (U).

At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the PROFESSIONAL IMPROVEMENT PLAN in order to resolve the area of concern.

An UNSATISFACTORY rating concludes that one is not demonstrating competency in any manner for that criterion and that previous attempts for improvement via the PROFESSIONAL IMPROVEMENT PLAN have failed.

ASSESSMENT RATINGS AND DESCRIPTIONS
FOR THE FINAL ASSESSMENT REPORT

Effective: Shows competent performance as evidenced by applicable indicators.

Effective with Recommendations: Shows competent performance with minor recommendations for growth, improvement and/or change.

Needs Improvement: Shows less than satisfactory performance in one or more applicable indicators.

Unsatisfactory: Does not show adequate performance in one or more applicable indicators.

Not Applicable: Evaluatee's job performance cannot be measured by this criterion.
This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

SCHOOL SOCIAL WORKERS

FINAL ASSESSMENT REPORT

This form is to be completed for all social worker personnel.

Directions for completing the report and the assessment rating descriptors appear on the back side of the assessment report form.
Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.

*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. Knowledge of School Social Work

- Demonstrates the ability to function as a liaison between the home, school, and community.
- Displays knowledge of state and federal laws related to school attendance, child abuse, and HIPPA.
- Displays knowledge of individual, group, and family dynamics.
- Displays knowledge of community resources for the purpose of assisting families and students.
- Demonstrates the ability to obtain, analyze, and report social histories and adaptive behavior assessments.
- Demonstrates knowledge of appropriate technology as it relates to social work services.

Comments:

II. Planning and Delivering Service

- Consults regularly with principals, teachers, ESS/Student Services staff, and other school personnel regarding children with learning, behavior, attendance, and/or health related problems.
- Observes and interviews parents and/or children in school and/or home settings for assessment purposes.
- Acts as a liaison between home and school. Meets with the parents in the home, on the job, or at school, individually or in groups to obtain, share, clarify and coordinate information.
- Provides supportive counseling.
- Initiates and/or participates in multidisciplinary Child Study Team meetings, case conferences, and staffings.
- Conducts interviews to obtain social history and adaptive behavior assessment information.
- Participates in interpretation and implementation of staffing recommendations.
- Consults with school faculty individually or in groups to aid in developing educational and social work plans which will enhance learning, personal growth, and development of all school children.
- Initiates and/or participates in social work and faculty programs for staff development.
- Supports school personnel with attendance and truancy issues in compliance with district policies, departmental procedures, and established law.
- Helps families understand and access community agency resources.
- Manages all materials, paperwork, and equipment required for successful social work task completion.

Comments:

III. Professional Development Plan

- Shows that planning and records reflect movement on continuation of skills.
- Demonstrates sensitivity towards multi-cultural diversity.
- Responds to individual needs.
- Reviews multiple student performance data including both state and local required assessments and gives input into the Professional Development Plan process based on the data.
- Balances formative and summative assessment that measure and support student progress.
- Completes the Individual Professional Development Plan including examination of student data related to AYP status and subgroups.
- Documents student performance in a variety of appropriate ways.
- Provides data which reflect overall improvement in student’s performance.

Comments:
IV. Interpersonal Skills

- Consults with other teachers, team leaders, department heads, consultants, and specialists.
- Cooperates in planning special programs and activities during school hours.
- Maintains good rapport with colleagues, staff, and students.
- Shares ideas, materials, methods, and concerns regarding students with professional colleagues.
- Seeks innovative or best practices for students, families, and schools.
- Shows concern for students, their families, and personal problems.
- Is consistent and fair in counseling with students, individually and in groups.
- Demonstrates sensitivity to multi-cultural diversity.

Comments:

V. Professional Responsibilities

- Participates in the development and implementation of school policies and procedures when given the opportunity.
- Supports school and district programs and activities.
- Participates in school and district committees.
- Demonstrates a positive attitude toward the social work profession.
- Abides by state statutes, district policies, and the social work code of ethics.
- Maintains professional responsibility, accountability, and behavior.

Comments:

Overall Assessment Rating (check one):

- _____ E = Effective
- _____ ER = Effective with Recommendations
- _____ NI = Needs Improvement
- _____ U = Unsatisfactory

Evaluator’s Signature________________________________________ Date________________________

Evaluatee’s Signature________________________________________ Date________________________

The signature of the social worker does not necessarily imply agreement with the assessment, but rather acknowledges that it has been discussed with the evaluator.
GENERAL DIRECTIONS:

The indicators listed below each criterion are meant to give the evaluator best practices indication of criterion competency. In no way do these indicators represent a fixed number for competency achievement. Each criterion is assessed based on total performance. Some indicators may represent more or less importance in evaluating total performance. When determining the overall assessment rating, a teacher may not receive an overall rating lower than the lowest rating in any one category. For example, a teacher may not receive an overall rating of Unsatisfactory if the lowest rating in the six areas is Needs Improvement.

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ASSESSMENT RATINGS AND DESCRIPTIONS
FOR THE FINAL ASSESSMENT REPORT

Effective: Shows competent performance as evidenced by applicable indicators.

Effective with Recommendations: Shows competent performance with minor recommendations for growth, improvement and/or change.

Needs Improvement: Shows less than satisfactory performance in one or more applicable indicators.

Unsatisfactory: Does not show adequate performance in one or more applicable indicators.

Not Applicable: Evaluatee’s job performance cannot be measured by this criterion.
## APPENDIX L

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

PROFESSIONAL IMPROVEMENT PLAN

**NAME OF TEACHER**

**NAME OF SCHOOL**

**ADMINISTRATOR'S NAME**

**COMPETENCY AREA/ASSESSMENT CRITERION**

<table>
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<th>DATE PLAN INITIATED</th>
<th>EXPECTED COMPLETION DATE</th>
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**REVIEW DATE(S)**

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<th>ACTION PLAN/TIMELINE</th>
<th>ASSISTANCE TO BE PROVIDED</th>
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**INITIAL SESSION**

**TEACHER SIGNATURE**

**DATE**

**ADMINISTRATOR SIGNATURE**

**DATE**

**REVIEW SESSION**

**TEACHER SIGNATURE**

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**ADMINISTRATOR SIGNATURE**

**DATE**

**ADEQUATE IMPROVEMENT:**

**SHOWN**

**NOT SHOWN**

**TEACHER SIGNATURE**

**DATE**

**ADMINISTRATOR SIGNATURE**

**DATE**

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**Article X:** B – 8, 9, 10, 13

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